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ABSTRACT

This manual is a guide to the design and implementation of workshops on inclusion of gender issues in U.S. Agency for International Development (AID) projects and programs. It describes a workshop to increase awareness of, information about, and skills for addressing gender issues in development programming. Its target audience is training specialists working within or for AID who need additional knowledge and/or frameworks to assist AID personnel in integrating gender considerations in development activities. An introduction provides an outline format for individual session descriptions, the workshop goal, a summary schedule, and detailed timing for a 3-day workshop. Part 2 contains the designs for the 10 workshop sessions. The format for each session is as follows: title; time; objective; rationale; activity (step-by-step description of the content and process, with suggested times and specific instructions for presentation, exercises, visual aids, and handouts); comments (experience-based anecdotes reflecting factors that affected the success of the session); variation; and materials (listing of prepared newsprint, handouts, equipment, and supplies necessary). Part 3 provides information on training organization, including a task list for planning training workshops; sample pre-workshop package (information and brief questionnaire mailed to participants); sample workshop evaluation forms; and list of 61 resources. (YLB)

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ED 377 390

A TRAINERS' MANUAL - VOLUME I
How to Conduct a Workshop to Integrate Gender Considerations into Development Planning

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Prepared for:
Office of Women in Development
Bureau for Research and Development
U.S. Agency for International Development
Washington, DC

U.S. DEPARTMENT OF EDUCATION
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October, 1992

CE 067 873

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Note: The United States Agency for International Development was reorganized in 1991. The Office of Women in Development is now in the Bureau for Research and Development (R&D/WID), rather than in the Bureau for Program and Policy Coordination.

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- the many A.I.D. staff persons, both in the Washington office and in the Missions outside the United States, who gave generously of their time, insights, and suggestions.
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- the women in developing countries who refuse to be invisible and underutilized in development strategies and their implementation.

Staff of The MayaTech Corporation prepared this document, which updates a training manual initially developed by Mr. Al Rollins and Ms. Virginia Hubbs, in collaboration with Mr. Ron Grosz (PPC/WID), under a separate contract. Ms. Hubbs, Mr. Rollins, and Mr. Grosz provided the technical expertise for this document as well, with additional assistance from Ms. Barbara Howald. Ms. Cheryle Buggs blended knowledge, styles, and graphics. Ms. Kettly Paul and her word processing staff skillfully and willingly responded to requests for additions and changes.

While we are thankful to all who contributed to this manual, responsibility for its accuracy and tenor rests with The MayaTech Corporation.

Jean-Marie B. Mayas, Ph.D.
Project Director

FOREWORD

A.I.D. was among the first donor agencies to recognize the central role of women in economic and social development. Its legislation and policy guidance on women in development have served as models to others. Because development implies change, implementing A.I.D. WID Policy and operationalizing Congressional mandates involves managing a change process intended to result in sustainable economic and social growth. A key aspect of this process has been the Office of Women in Development's training program.

The training program is dynamic and evolving; it seeks to increase men's and women's awareness of, knowledge about and skills and motivation to address gender issues in all A.I.D. policies, programs, and projects. Early emphasis was placed on the awareness aspect of the training goals, but, because we live in a dynamic world and because early training efforts have, in a real sense, "succeeded", awareness building is less of an issue today. The A.I.D. development professional now requires greater technical depth and skill-building.

Another change is taking place. While the primary training "client" group has been and continues to be the A.I.D. development professional in both Washington, D.C. and in the field, there is a growing need to include the private sector contractor and, especially, the Host Country Counterpart in training activities. The richness derived from the inclusion of a mix of people in a training event is accompanied by an increased complexity (training must be delivered in other languages, for example) and accompanying cost. But without such a change, the training will be less relevant and, certainly, the results will not be sustainable in the long run.

This said, the trainers' manual presented here is the result of four years of intensive work. The manual falls somewhere in the middle of a spectrum that begins with pure sensitization or awareness building, and goes all the way to technical training on incorporating gender considerations in a course for agronomists, soil scientists, and private enterprise or credit specialists. It seeks to bring the participants into greater awareness about why gender must be a key variable in their work, provides them with an opportunity to share and gain technical knowledge about gender and women in development, and allows them to work on some initial skill practice in gender analysis and strategy design.

The users of the manual are encouraged to cut, paste, toss and redesign to make the contents fit their own needs. It is our hope that this publication can save some of the effort, time, and money needed to design and deliver training in Gender Considerations in Development; that users can profit from our struggles, learnings and mistakes; and that the manual be used, as appropriate, to further include people, women, men, boys and girls as necessary participants in, contributors to, and beneficiaries of sustainable, effective economic and social development.

Ron Grosz
Office of Women in Development

PART ONE

LIST OF ACRONYMS

A.I.D.	Agency for International Development
AP	Action Plan
CDIE	Center for Development Information and Evaluation
CDSS	Country Development Strategy Statement
CPSP	Country Program Strategic Plan
FSN	Foreign Service National
GENESYS	Gender in Economic and Social Systems
GIF	Gender Information Framework
HCN	Host Country National
NGO	Non-governmental Organization
NP	Newsprint
PID	Project Identification Document
PP	Project Paper
PPC	Program and Policy Coordination (Bureau for)
PVO	Private and Voluntary Organization
RD	Research and Development (Bureau for)
WID	Women in Development

INTRODUCTION

This manual is a guide to the design and implementation of workshops on inclusion of gender issues in U.S. Agency for International Development (A.I.D.) projects and programs. Commissioned by the Bureau for Program and Policy Coordination's Office of Women in Development (PPC/WID), it describes a workshop that will increase awareness of, information about, and skills for addressing gender issues in development programming. The manual derives from more than three years' experience by PPC/WID and its agents supporting development professionals in following A.I.D.'s Women in Development (WID) policies and Congressional mandates, and in designing and implementing more effective development programs and projects.

The manual's target audience is the cadre of training specialists working within or for A.I.D. who need additional knowledge and/or frameworks in order to assist A.I.D. personnel to better integrate gender considerations in development activities. (A companion manual, Volume II, is designed to assist development professionals in non-governmental organizations to provide effective training in the incorporation of gender considerations into their development programs and projects.) It can also be of assistance to trainers from other organizations. The extensive information on workshop logistics, introductions to individual sessions, pre-workshop organization, flip charts, and the other myriad details of a training workshop permits its use by those with very limited training experience, as well as by trainers with long-term involvement in training in gender issues.

PREMISES

Several premises underlie the development of this manual:

▸ **Gender** is an important factor for planning and implementing successful development projects and programs. This statement reflects a shift in PPC/WID's emphasis from incorporating "women" into development activities to an emphasis on the incorporation of "gender considerations" - issues relating to men's and women's roles and responsibilities - into development programming. The new focus has emerged from research and evaluations which indicate that A.I.D.'s programs and projects are more likely to achieve both their immediate purposes and their long-term socio-economic goals if they match resources to men's and women's roles and responsibilities. (For further discussion, see "What WID is/is Not," listed under PART THREE: Resource Documents.)

▸ **Training** should address both the developmental context and the A.I.D. institutional aspects of gender. Thus, the training design described in this manual interweaves gender considerations as a factor in the development situation to be addressed with suggestions and practice on where gender considerations should be reflected in A.I.D. programming processes and documentation: in Scopes of Work or Project Papers, for example.

▸ **Participants** bring considerable experience and wisdom to the workshops. The workshop sessions are designed not to be prescriptive about incorporating gender considerations but rather as tools for problem-solving. They also assist participants to ask appropriate questions, to check their assumptions, and to come up with their own answers. This is an experiential training design, heavily weighted toward participation rather than expert presentation.

▸ **Finally**, it should be noted that the workshop described in this manual focuses on increasing awareness and knowledge of gender issues. This focus reflects the audience for whom the training was originally designed. However, "the world according to WID" is evolving rapidly, and PPC/WID is increasingly requested to provide not just awareness and knowledge training, but skill training, as well. Such training can come about as part of a technical consultation process; it will be available on a wider scale when the design of an advanced workshop on gender considerations, now in process, is completed.

The training design in this manual calls for an optimal participant population of 20 and not more than 40 persons. The training group size enables:

1) the building of an actively involved, participatory learning community;
2) individual, small group, and total community exercises with adequate reporting time and discussion; and
3) individual problem solving and action planning work with staff consultation.

Adjustments may be made in this number under different goals and objectives and with appropriate training staff adjustments. Experience has demonstrated that careful needs assessments of the participants and the organization before the training are necessary for maximum learning.

MANUAL OVERVIEW

WORKSHOP GOAL AND SCHEDULE At the end of this section, the reader will find the workshop goal, a summary schedule, and detailed timing for a three-day workshop. Detailed timing for each session is also presented within the individual session descriptions.

INDIVIDUAL SESSION DESCRIPTIONS use the format outlined on the following page. A common thread through the sessions is the Gender Information Framework (GIF), which was designed for A.I.D. as a tool for addressing gender issues in A.I.D.'s programming. The GIF includes guidelines for gender analysis and incorporation of gender issues into four major A.I.D. documents.

FORMAT: INDIVIDUAL SESSION DESCRIPTIONS

TITLE	of the session.
TIME	for the entire session. Some sessions feature timing for each small activity in the session. These are recommendations for an audience that is primarily native English speaking. Increase the time if the participants include many non-native English-speakers. Individual session timing should also take into account participant experience.
OBJECTIVE	Objectives describe the result of the training - what the participants should be able to do with what the session provides.
RATIONALE	The theory underpinning the session, as well as the problems which make the session necessary, are described here. In some sessions, an overview will be included in the rationale.
ACTIVITY	This is a step-by-step description of the content and process to be followed, with suggested times and specific instructions for presentation, exercises, visual aids, and handouts. ▸ Prepared newsprint (such as for group task instructions) is set off in boxes, labeled "NP." ▸ Presentation content is included in this section of the session description.
COMMENTS	by trainers: This section will be found at the end of some session descriptions. It will provide experience-based anecdotes reflecting factors that affected the success of the session described.
VARIATION	Variations on sessions will occasionally be presented. Many workshops have been conducted using the basic framework presented here; some followed the format rather closely, while others incorporated many variations in content, timing, and style. Not all can be described in detail in this manual. However, alternatives used successfully have been included.
MATERIALS	A listing of prepared newsprint, handouts, equipment, and supplies necessary during the session.

TRAINING ORGANIZATION

WORKSHOP PLANNING and preparation information, including a task list for planning WID training workshops.

SAMPLE PRE-WORKSHOP PACKAGE Information and brief questionnaire mailed to participants prior to the workshop. The questionnaire assesses their knowledge and understanding of gender issues.

WORKSHOP EVALUATION FORMS Sample forms used in a number of different workshops.

RESOURCE DOCUMENTS Resources used by trainers in the preparation of sessions; as background material for case examples; general WID theoretical material; sector studies; handouts used in the course of the training and materials for a workshop Resource Table.

A **Resource Table**, which is "fed" daily with reference material appropriate to the day's sessions, is a popular feature with participants in these workshops. This is perhaps due to the dearth of readily available material in the field on gender issues and due to increased interest in gender issues which the workshop creates. The actual choice of materials should reflect the makeup and experience of the group of participants - intelligence that the training team needs to gather in the course of pre-workshop visits.

WORKSHOP GOAL AND OBJECTIVES

GOAL

To increase awareness of, knowledge about, motivation, and skills for incorporating gender considerations into every stage of the A.I.D. development process.

OBJECTIVES

At the end of the workshop, participants will:

Be able to relate the factors in the Gender Information Framework (GIF) to specific programs and projects;

Be able to use the GIF as a resource document to incorporate gender considerations into development programs and projects;

Be able to identify and use information resources available within the host country and elsewhere for effective design decisions incorporating gender;

Be aware of and able to apply strategies for incorporating gender considerations for programs and projects; and

Be aware of types of linkages between gender considerations at the project, country, and world-wide levels.

SAMPLE WORKSHOP SCHEDULE

DAY ONE	Session One	Orientation (2 hours)
	Session Two	Exploring the Issues (1 hour, 40 minutes)
	Session Three	Gender Analysis and the Gender Information Framework (2 hours, 30 minutes)
DAY TWO	Session Four	Strategies to Overcome Barriers to Women's Participation in Development (1 hour, 10 minutes)
	Session Five	Project Design and the GIF (2 hours)
	Session Six	Individual Application (2 hours, 50 minutes)
DAY THREE	Session Seven	Data Gathering (1 hour, 10 minutes)
	Session Eight	Policy and Gender (2 hours)
	Session Nine	Planning for Action (1 hour, 45 minutes)
	Session Ten	Workshop Summary, Evaluation and Closure (1 hour, 15 minutes)

SESSION TIME SUMMARY

FIRST DAY

ONE	WORKSHOP ORIENTATION		
	Welcome	5 (minutes)	
	Opening Comments	30	
	• Introductions	30	
	Expectations	30	
	Workshop Overview	20	
	Wrap-Up	5	
	TOTAL TIME		2 HOURS
TWO	EXPLORING THE ISSUES		
	Introduction	5	
	Small Group Work	30	
	Small Group Reports	30	
	PPC/WID Presentation	30	
	Wrap-Up	5	
	TOTAL TIME		1 HOUR, 40 MINUTES
LUNCH BREAK			
THREE	GENDER ANALYSIS AND THE GIF		
	Introduction	5	
	Trainer Presentation	30	
	Small Group Practice	45	
	Small Group Reports	45	
	GIF Presentation	20	
	Summary and Closure	5	
	TOTAL TIME		2 HOURS, 30 MINUTES

SECOND DAY

FOUR	STRATEGIES TO OVERCOME BARRIERS		
	Introduction	5	
	Presentation/Discussion	60	
	Wrap-Up	5	
	TOTAL TIME		1 HOUR, 10 MINUTES
FIVE	PROJECT DESIGN AND THE GIF		
	Introduction	5	
	Presentation	30	
	Small Group Work	45	
	Small Group Reports	30	
	Wrap-Up	10	
	TOTAL TIME		2 HOURS
LUNCH BREAK			
SIX	INDIVIDUAL APPLICATION		
	Introduction	15	
	Small Group Task	90	
	Report	60	
	Wrap-Up	5	
	TOTAL TIME		2 HOURS, 50 MINUTES

THIRD DAY

SEVEN	DATA GATHERING		
	Introduction	5	
	Presentation	15	
	Small Group Exercise	35	
	Wrap-Up	15	
	TOTAL TIME		1 HOUR, 10 MINUTES
EIGHT	POLICY AND GENDER		
	Introduction	5	
	Presentation	25	
	Large Group Practice	15	
	Small Group Exercise	45	
	Group Reports	25	
	Wrap-Up	5	
	TOTAL TIME		2 HOURS
LUNCH BREAK			
NINE	PLANNING FOR ACTION		
	Introduction	10	
	Individual/Group Work	60	
	Report-Out/Discussion	30	
	Wrap-Up	5	
	TOTAL TIME		1 HOUR, 45 MINUTES
TEN	WORKSHOP SUMMARY, EVALUATION, AND CLOSURE		
	Workshop Summary	15	
	Workshop Evaluation	45	
	Closing Activity	15	
	TOTAL TIME		1 HOUR, 15 MINUTES
	TOTAL WORKSHOP TIME		18 HOURS, 20 MINUTES

PART TWO

SESSION 1: WORKSHOP ORIENTATION

TIME 2 hours

OBJECTIVES By the end of the session, participants will be able to:

- Describe the workshop goal, rationale, and procedures for working together, and
- List their own, as well as organizers' and sponsors' expectations for the workshop. (These objectives should be listed on newsprint as **NP 1-1.**)

RATIONALE The workshop begins with an official welcome and opening remarks by a senior USAID staff person from the host A.I.D. mission. Strong and enthusiastic support from key leadership assists greatly in setting a positive tone for the training to follow.

It is also important that the participants' expectations or learning goals for the workshop be identified quickly and checked against the goals and objectives developed by the training staff. This is especially important when attendance in the workshop may be involuntary and the participants are unfamiliar with the training methodology. Expectations among participants may vary considerably. Further, confused or conflicting expectations which are not clarified early in the training can block or hinder learning.

ACTIVITIES 1. **WELCOME (5 minutes)** Official representatives of the host agency or country begin the workshop with opening remarks of welcome. This person should introduce the lead trainer.

2. **OPENING COMMENTS (30 minutes)** PPC/WID staff (A.I.D./Washington) introduce themselves and describe their expectations for the workshop. They also initiate the process of broadening the definition of "women in development" from its historical association as an equity issue to include the more recent concept of gender as an important factor for project success. In this process, the PPC/WID representative begins to clarify some of the language and terms which the participants will be hearing and using in the workshop during the next three days.

3. **INTRODUCTIONS (30 minutes)** The lead trainer continues by making additional greetings, adding to the rationale described above, and briefly reviewing the Session Objectives (NP 1-1), presented above and in the participants' notebooks.

The trainer asks participants to begin introducing themselves (in the large group), with the guide (**NP 1-2**), which helps people to not drift and talk too much while introducing themselves.

NP 1-2

INTRODUCTIONS

- your name
- your work (job title)
- where you work (A.I.D. bureau or office, other institution, country, etc.)

The rest of the trainers and the participants should introduce themselves with the aid of the questions on NP 1-2. It is important to keep these introductions moving along smoothly and also to gently but firmly monitor the time for each person.

4. **EXPECTATIONS (30 minutes)** The trainer introduces this activity by noting that the workshop has been designed using information gathered from a number of the participants' colleagues, as well as from policies and procedures of A.I.D. in order to assist them in their work. Note also that we need to check the goals of this workshop against their expectations to determine which ones are most likely to be realized, and which are not.

Break large group into smaller groups of five people who don't know each other (or don't know them well). Explain the task shown on NP 1-3.

During the small group discussion, the trainer can keep time for the groups, giving a 5-minute time check. Call time in 15 minutes, and bring the large group to order. Participants should stay where they are.

Record (perhaps with assistance from other team member) a couple of answers from each group in turn on a sheet of newsprint, making sure that participants' exact words are used. Clarify meaning where necessary. Keep the reporting as brief as possible, asking participants to omit any expectations given in previous reports.

NP 1-3

INDIVIDUAL/GROUP TASK

Individually, note one or two

- pieces of information that you don't want to leave without, or
- things that you want to make sure you're able to do, in order to better incorporate gender considerations into your work.

In your group,

- Discuss everyone's responses;
- Select one member to be the recorder; make a group list of five expectations from the discussion.

TIME ALLOTTED: 15 minutes

Continue from group to group until all expectations have been listed. List any additional expectations not already listed. If necessary, on another sheet of newsprint, keep a running list of terms which are unfamiliar to the entire group.

Normally, most of the participants' expectations will be met, especially if the invitations and advance notices have been clear. The trainer should make notes during the reporting of any expectations which may not be met within the workshop and note these during the next presentation.

Tell the groups that you will return to their listing of expectations after a review of the Workshop Goals, Objectives and methodology. Keep their list clearly visible so that participants can refer to it during the presentation of the workshop overview.

5. **WORKSHOP OVERVIEW (20 minutes)** Review with participants Workshop Goal, Schedule (found at the beginning of this manual, **NP 1-4** and **NP 1-5**, respectively; they should be put on newsprint) and Workshop Norms (below: **NP 1-6**) on newsprint. Encourage questions during this presentation to ensure that the information is clearly understood by the participants. Questions also allow the trainers to expand on the brief statements on the charts, and to check them against participants' expectations.

Note any expectations which you think will not be met in this workshop. Participants usually accept the reality that some expectations will not be met when they are clear about it in the beginning. Sometimes those expectations can be met outside the normal workshop structure and schedule during meals, breaks or specially scheduled consultations with staff or other participants. These should be noted as the participant's responsibility to implement.

METHODS Explain briefly the methodologies to be employed (e.g., presentations and discussions in plenary sessions, questions and answers, individual and small group work, action planning, case studies) and that this will be a participatory experience, with the emphasis on learning by doing.

NP 1-6

NORMS Present the list appearing here (or one which your team chooses) of workshop norms and add any which the participants might suggest. Norms are ways of working and learning together most effectively; they describe ways of behaving that we can expect of both staff and participants.

WORKSHOP NORMS

- attendance at all sessions
- start and end all sessions on time
- active participation
- one person speaks at a time
- cooperation and competition are both essential
- mutual respect, especially with differing ideas
- have fun while working and learning

STAFF ROLES The trainer briefly describes staff roles. The trainer/facilitator is responsible for designing and managing the process for the training activities to meet learners' needs. S/he is an occasional expert and resource person, one who guides the learning process and sees learning as learner-centered rather than teacher-centered.

The local coordinator/administrator role is responsible for all workshop logistics, including liaison with management of the facility housing the participants and staff. All complaints or suggestions regarding housing, meals, refreshments during breaks, supplies, etc. should be directed to that support person for action.

LOGISTICS The local coordinator/administrator reviews the necessary logistics with the participants and answers any questions or concerns they might have.

6. **WRAP-UP (5 minutes)** The trainer returns to the list of participant expectations as promised at the beginning of this presentation and checks with the participants to determine if there are any expectations which they, or the trainers, do not think can be met in this workshop as described in the Overview. The trainer summarizes the opening Session's activities and rationale, refers briefly to the next Session's agenda. A break follows.

COMMENTS

TIME ALLOTTED TO SESSION Some participants have expressed reluctance to spend this amount of time on orientation. Others have strongly affirmed the time spent in this session, particularly if the participants do not know one another well, and especially if the participant community includes Foreign Service Officers (FSOs, American) and Foreign Service Nationals (FSNs, Host Country). In many cases, opportunities are limited for these diverse groups to work together on development issues; therefore, this level of orientation provides the necessary mechanism for participants to begin to do so.

OBSERVERS Some participants will request to be present as "attendees" or "observers," therefore free to come and go as their interest and schedule allow. This practice is disruptive to the participant community and the workshop norms for learning. Therefore, participants are urged strongly to come only as full participants, committed to the entire workshop design and schedule.

LIAISON WITH MISSION It is very important that the Mission Director meet the training and support team as soon as feasible after their arrival in country, and that s/he, or a designated representative, be briefed on the team's expectations for those opening remarks well before the official opening session. It is also highly recommended that a representative of PPC/WID be present for each of these training workshops.

MATERIALS

Prepared NewsPrint:
- NP 1-1 Session Objectives
- NP 1-2 Introductions
- NP 1-3 Individual/Group Task
- NP 1-4 Workshop Goals
- NP 1-5 Workshop Schedule
- NP 1-6 Workshop Norms

Extra blank newsprint
Colored markers

SESSION 2: EXPLORING THE ISSUES

TIME 1 hour, 40 minutes

OBJECTIVES By the end of the session, participants will be able to:

- Describe A.I.D. policies and procedures for incorporating gender considerations in development program/project design, implementation, and evaluation;
- Explain how consideration of gender issues affects project/program success and failure; and
- Identify implications of gender issues in their own work or the country/sector development activities in which they are involved. (These objectives should be listed on newsprint as NP 2-1.)

RATIONALE This session immediately pulls participants into the technical content of the workshop by highlighting their own knowledge or experience in gender issues. Those participants who have trouble connecting gender to their work get a chance to hear how it affects their colleagues' work. The fact that this comes from other participants and not from trainers is important in that those participants who are at all resistant to the trainers will listen a bit more readily to other participants - those in the trenches.

The second part of the session - a presentation (followed by questions and answers) on A.I.D. legislative and policy context - is equally important. A.I.D./Washington mandates are sometimes viewed skeptically and usually as harbingers of increased paperwork. This, plus the fact that WID mandates are less well known or understood, makes it crucial that participants hear directly from the WID Office exactly what the legislation and A.I.D. WID policy are. By the end of the session, participants should be visibly more relaxed.

The first part of the session should be tailored explicitly to the training situation. Besides the design included here, which has worked quite successfully, additional ideas can be found in the **VARIATIONS** section at the end of this session.

ACTIVITIES 1. **INTRODUCTION (5 minutes)** In plenary session, the trainer reviews session objectives (NP 2-1) and activities.

2. **SMALL GROUP WORK (30 minutes)** Trainer helps participants to form small groups of 5 to 6 persons each: again, a mix of persons who know each other least well. Present the following task.

NP 2-2

SMALL GROUP TASK

1) Discuss how gender affects your work

What has been your experience to date with gender issues?

What constrains, and what facilitates your ability to incorporate gender considerations into your work?

2) Be prepared to present a summary of your group's discussion and findings in plenary session.

TIME ALLOTTED: 30 minutes

3. **SMALL GROUP REPORTS AND DISCUSSION (30 minutes)** For these reports, encourage brief reports consisting of a summary of the groups' discussion and findings. The process of the groups' explorations and their hearing others' responses to these questions is the important element of the session. Trainer should help participants to see similarities and differences; should comment on particularly telling bits of information - generally: help the participants see the connections between what they're saying and what the workshop is all about.

4. **PPC/WID PRESENTATION AND DISCUSSION (30 minutes)** PPC/WID presents information on WID legislation, as well as a summary of resources available from the WID Office. **Key points** of the presentation follow. **Some or all of them may be used** according to the objectives and length of the workshop, as well as experience and interest of the participants. In any case, newsprint should be prepared with the key points to be covered (NP 2-3). The presentation should be brief, as the discussion after the presentation always tends to be lively.

NP 2-3

PPC/WID - KEY POINTS

- How WID Has Changed
- WID Programming
- What WID Is
- Historical Perspective of WID
- 1988 WID Legislation
- PPC/WID Resources

4.1. **HOW WID HAS CHANGED** Women in Development has expanded from an issue concerned primarily with equity to one which emphasizes understanding of gender roles and responsibilities as important to effective development programming.

- Women in Development (WID) began as an effort to address concerns that women were not receiving benefits from development programs.

- The emphasis has shifted from this equity approach to one which focuses on incorporating "gender issues" into programs to increase their success potential. This is supported by a growing body of literature. A key document is A.I.D.'s Center for Development Information and Evaluation (CDIE) "Evaluation of AID's Experience with Women in Development: 1973-1985". Its major finding was that projects matching program resources to men's and women's roles and responsibilities were more likely to achieve both short- and long-term goals.

4.2. **WID PROGRAMMING** has changed over time from 1) women-specific projects, to 2) women's components of larger projects, to 3) mainstream/women-integrated projects.

- Women-specific projects were developed initially to provide resources targeted to their particular situations. Research, however, suggested that this tended to marginalize women.

- The next step was the design and implementation of women's components in larger projects. However, still it appeared that women were not included in projects that they would affect and be affected by, especially agricultural, private sector, and other economic development programs. (Note, however, that women are perceived as primary beneficiaries of health and welfare projects.)

- The two aspects of this situation -- A.I.D.'s own evaluation (CDIE study) showing that gender is an important consideration in development and the fact that women were still being excluded from the larger share of development program resources -- pointed to the need to look at the roles of men and women in all projects. The primary emphasis is now on analysis of gender roles and responsibilities to ensure appropriate inclusion of women (and men) into mainstream programs and projects.

4.3. **WHAT WID IS** Therefore, Women in Development is concerned with:

- Not just women, but people and their gender.
- Women not just as beneficiaries; women and men both need to be perceived as beneficiaries, participants, and decision-makers.
- WID not as an issue concerned only with the protection of a vulnerable group; rather, WID is concerned with the use and expansion of women's (and men's) experience, skills, and creativity.
- Women as representatives of half of the population, not a "special interest" group. Currently one might say that most economic development projects are "men's projects," since women are so rarely found in them.

4.4. **HISTORICAL PERSPECTIVE OF WID** in A.I.D.'s institutional development:

- 1973: Percy Amendment to the Foreign Assistance Act, calling for A.I.D. to work toward increased participation of women in national economies.
- 1974: creation of Office of Women in Development (PPC/WID) in A.I.D.
- 1982: A.I.D. Policy Paper written describing the agency's commitment and institutional policies to further integration of women in its development programs. (Note: many of its components were incorporated into the Foreign Assistance legislation of 1988.)
- 1987: External Evaluation of A.I.D.'s program to institutionalize women in development considerations into programs. The evaluation found that little work was actually being done and called for greater emphasis on training.
- 1988: Legislation passed specifying WID requirements for A.I.D. programs and related documentation. Also, increased funds earmarked specifically for the WID Office.
- 1989: GENESYS contract signed; implementation of 1988 mandate carried out primarily through this contract.

4.5. **1988 WID LEGISLATION** With the passage of this legislation, A.I.D. is required to:

- Collect sex-disaggregated data in all research or data gathering (evaluations, pre-project studies, etc.);
- Seek to increase participant training levels for women;
- Develop and implement a WID training program for A.I.D. staff;
- Ensure active involvement of senior level staff in decision-making activities on WID;
- Describe benefits and impediments to women's participation in all development programs/projects; and
- Report to Congress

4.6. **PPC/WID RESOURCES** The 1988 WID legislation provided financial incentives for increasing incorporation of gender issues into programming. It created a matching fund for project design and adaptation, training, and project-based research in field-related programs. These funds can be accessed through the GENESYS program. (See "User's Guide," listed in the Resource Documents, for information on PPC/WID resources and how to access them.)

5. **WRAP-UP (5 minutes)** Trainer elicits summary reflections from participants, makes transition to the next session (GIF Session), and closes the session.

COMMENTS **MOTIVATION** In the earliest stages of this training, the assumption was that some participants would be very positive about the focus on women's economic roles, which have been essentially overlooked in the development process, while another significant proportion would be curious and interested in what A.I.D./Washington (A.I.D./W) and PPC/WID have come up with now. The remainder would have been told to come to this WID training, and were at best ignorant about gender differential impacts in their work or worse, negative about the micro-management from Congress and A.I.D. Washington. This assumption was essentially accurate in the early stages of training. However, at the present writing, both the awareness of the need to consider gender issues and more positive expectations for the training have increased noticeably. Therefore, this session is one which may be shortened or dropped if necessary to fit a reduced time allowance for Mission personnel.

AWARENESS BUILDING If the training needs assessment indicates limited awareness of gender issues and/or active resistance to compliance with WID "mandates," this session becomes

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more essential. It can provide, in this situation, an opportunity for both awareness-building and also the expression of any negative feelings about the training content and process to surface. Some common questions that have been raised in this session are:

- What is "gender"? How do you consider gender?
- Why do you use gender considerations rather than women in development?
- Why do we need to stress the participation of women in the total process of development planning and implementation?
- How can I convince others (bosses, colleagues, host country ministers, contractors, etc.) that gender considerations are important?

DIALOGUE BETWEEN PPC/WID AND PARTICIPANTS is often lively, resulting in a tendency to overextend the time for questions and/or challenges. If this situation presents itself, an intervention by the trainer might be to arrange time following the sessions on the second day for an open conversation/consultation between the WID representative and interested participants. This arrangement has proven to be of value to all parties.

VARIATIONS This session lends itself to a variety of approaches, which can be selected according to the participants' experience and interests, as well as current A.I.D. policies and relevant legislation. A few alternatives follow.

VARIATION 1: A half-hour slide video presentation (also available as a slide show) "Invisible Women," developed by Susan Poats, and focusing on women's roles in agriculture around the world, can be used to introduce gender as a development issue. The plenary or small group work following can focus on specific factors (e.g., labor, income, access to/control of resources) in the slide video, or on participant experience with the issues and concerns discussed in the video. The slide video is available from PPC/WID.

VARIATION 2: For workshops in the field, a panel of host country resource persons describing significant gender issues has been a very effective way to initiate discussion about gender as a cross-cutting development issue. These resource persons can be identified by mission staff, by training staff in their planning visit, and by other development professionals with specific experience and contacts in the host country. The criteria for their selection are that they be knowledgeable about development issues in their country and, specifically, the role of women related to those issues, that they are willing to work with A.I.D. on these issues in the future, and that they are willing to work with the training staff team in advance of the event. This latter criterion is essential in integrating their presentation with the goals and objectives of the training, and in assisting in the development of a supportive staff team. It is important that these resource persons be approved and invited by the key mission staff in order to encourage full mission ownership of their presentation, to further the process of their participation in the mission's development planning and implementation, and to avoid any political or protocol errors.

VARIATION 3: For groups with more experience in gender issues, the small group discussion task might be revised to focus on broader issues related to gender in participants' work, while still beginning with their own experience. For example, groups might be asked to discuss:

- Implications for their own work
- Relationship of gender to other issues in their work
- Influence of gender on the development process
- Impact of gender on policy and project design

The trainer would begin the discussion by asking participants about their experience incorporating gender considerations in their work, difficulties they have encountered, "successful" activities and/or results, etc. This would be followed by the small group discussion of the above issues.

It is important in this session to affirm any positive experiences of participants' "successful" integration of gender concerns in their development activities and, if possible, briefly elicit some verbal descriptions of key factors in those "successes."

MATERIALS Prepared NewsPrint:
  NP 2-1 Session Objectives
  NP 2-2 Small Group Task
  NP 2-3 Key Points of PPC/WID Presentation
Additional blank newsprint
Colored markers

SESSION 3: GENDER ANALYSIS AND THE GENDER INFORMATION FRAMEWORK

TIME 2 hours, 30 minutes

OBJECTIVES By the end of the session, participants will be able to:

- Use four key exploratory factors to draw conclusions about gender-differentiated constraints to and opportunities for effective development programming.
- Describe how the Gender Information Framework (GIF) can be a resource for programming. (These objectives should be listed on newsprint as NP 3-1.)

RATIONALE This session lays the groundwork for participant understanding of "gender" as a cross-cutting issue for all development activities, representing a shift in emphasis away from women in development as primarily an equity issue. The analysis process presented and practiced in this session is designed to illustrate how and why gender considerations affect project success.

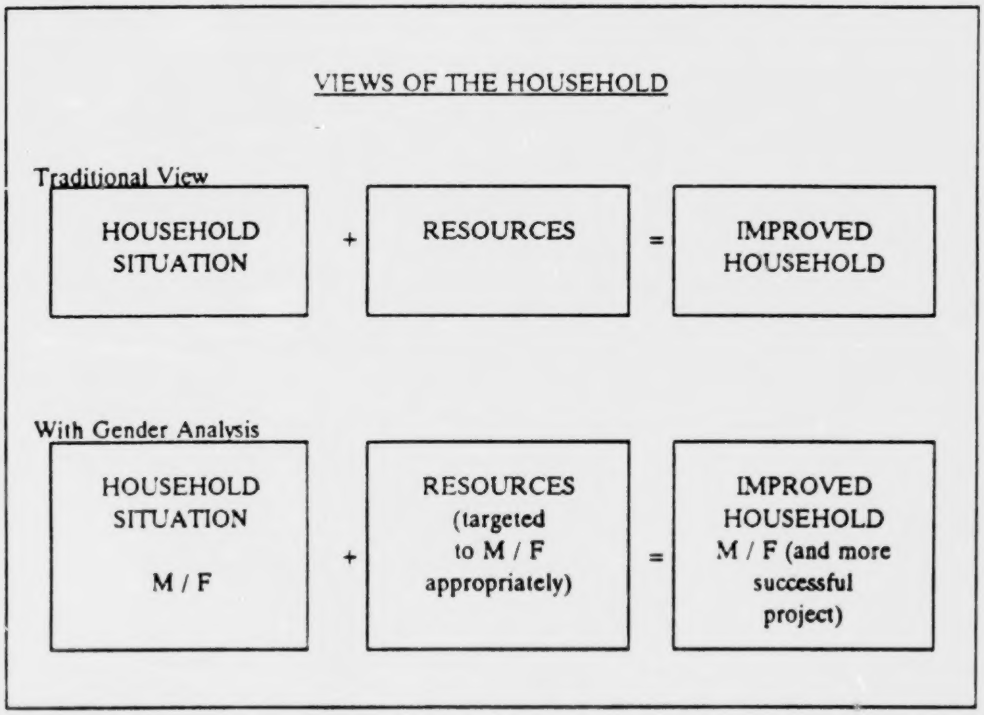
The analytical framework is part of the larger Gender Information Framework, developed for PPC/WID to be a guideline for incorporating gender issues into A.I.D.'s work. The Gender Information Framework describes a process that begins with identification of gender-based differences in a project/program situation. It then provides guidelines on how to use the results of the analysis in A.I.D. programming documents. (Much of this information is based on seminal work by Blumberg (Women and the Wealth and Well-Being of Nations) and Carloni (Women in Development: A.I.D.'s Experience).

ACTIVITIES 1. **INTRODUCTION (5 minutes)** Trainer summarizes morning activities and makes transition to Session Three; reviews session objectives (NP 3-1).

2. **TRAINER PRESENTATION (30 minutes)** The trainer presents the elements of gender analysis, using the talking points and examples featured in the following pages. This session draws on research and trainer experience to describe how analyzing gender differences and incorporation of conclusions about gender into programming can contribute to achievement of project goals and objectives. This is a fairly detailed lecture; however, the style of the presentation should be as participative as possible - participants may want to add their own BRIEF examples to illustrate the factors and key issues presented.

3.1. **INTRODUCTION TO GENDER ANALYSIS** Gender analysis is a way to increase understanding of the development situation we want to affect. A common assumption in development planning is that the household is an appropriate unit of analysis, that household members are undifferentiated in their incentives, abilities, and resources to both participate in development programs and benefit from them. Researchers describe the household as an "undifferentiated black box." However, evidence is mounting that this is not an accurate reflection of the situation; providing project/program resources to the household without knowing what is going on inside the household may reduce program effectiveness and lead to adverse impact on some household members. This can be illustrated as below.

NP 3-2


VIEWS OF THE HOUSEHOLD
Traditional View
HOUSEHOLD SITUATION
+
RESOURCES
=
IMPROVED HOUSEHOLD
With Gender Analysis
HOUSEHOLD SITUATION M / F
+
RESOURCES (targeted to M / F appropriately)
=
IMPROVED HOUSEHOLD M / F (and more successful project)

The initial research basis for this concept was A.I.D.'s Evaluation of Women in Development: A.I.D.'s Experience from 1973-85, which was conducted by the Center for Development Information and Evaluation (CDIE, Report Number 18). The evaluation draws from a sample of A.I.D. "mainstream projects"; that is, not women's projects, but typical projects, from four sectors: agriculture, private sector development, natural resource management, and education. The major finding of this CDIE evaluation is shown on **NP 3-3** (next page).

NP 3-3

> "mainstream projects that ensure women's participation in proportion to their roles and responsibilities within the project's baseline situation are more likely to achieve their immediate purposes and their broader socio-economic goals than are projects that do not." (Carloni, p. xiv)

This provided the initial impetus for PPC/WID's emphasis on gender as an issue of effective development as well as an issue of equity. On-going research and new project evaluations reaffirm this conclusion. (For examples of relevant project evaluations and research, see Resource Table document, "What happens when WID is/is not considered", which provides brief vignettes from specific projects.)

2.2. GENDER ANALYSIS: OVERVIEW OF KEY FACTORS Gender analysis is used to identify the roles and responsibilities of men and women which could affect the design and implementation of development programs. It is important at all levels of programming: from people-level projects to overall country strategy development. The process of gender analysis involves looking at four exploratory factors in the baseline situation (the situation the project wants to affect). Analysis of these factors leads to conclusions about gender-differentiated constraints to participation in, contribution to, and benefits from intended development activities. It also identifies opportunities that gender-based roles and responsibilities provide for improving project/program design. Important factors to consider in gender analysis are listed on **NP 3-4**.

NP 3-4

FACTORS IN GENDER ANALYSIS

Exploratory Factors
- Labor
- Income
- Expenditures
- Resources (access to and control of)

Conclusion-Drawing Factors
- Constraints
- Opportunities

These factors are not mutually exclusive; on occasion they will overlap, and not all will be important for all programming. In fact, some will be significant for specific kinds of projects. However, it is important that each be assessed for its relevance to the project under consideration.

It should also be noted that although gender analysis should be carried out for all levels of programming, most of the examples used in the following factor descriptions will focus on household level projects, where gender issues are often most easily identified.

The level of detail in gender analysis depends upon the project purpose. Development resources are increasingly scarce; therefore, collection of data that are interesting but do not contribute significantly to an understanding of what factors will affect project success is unwarranted.

2.3. **GENDER ANALYSIS: EXPLORATORY FACTORS** In this section, the first four factors - the Exploratory Factors - are covered in more detail. Key issues to consider about each factor will be presented, along with some of the research and evaluation results that illustrate why and/or how this factor is important in project design/adaptation. The trainer should use the following discussion of each exploratory factor, along with any of the examples provided for each. A summary table of the four Exploratory Factors and their key issues appears in **NP 3-5**.

NP 3-5

FACTORS	KEY ISSUES
LABOR	Who does what in ▸ Household activities ▸ Agricultural production ▸ Family enterprise activity ▸ Income-earning activities How does the division of labor change throughout the year (seasonality)?
INCOME	What are the primary sources of income? Do the income sources vary during the year? What inputs (credit, technical assistance, etc.) are used to earn income?
EXPENDITURES	Do men and women have individual financial responsibilities? Who pays what?
RESOURCES	Who has access to and who controls resources such as labor, income, education, training, credit, etc.?

EXPLORATORY FACTOR: LABOR

KEY ISSUE: Who does what in household activities; agricultural production, family enterprise activity; extra income-earning activities?

This will often be the starting point of gender analysis: being aware of who does what in the situation the project will affect. This information is often the first step in identifying the target audience for a project; it is important to ensure that resources are targeted to the right person(s) to achieve project objectives.

For agricultural and natural resource management projects, planners will want to know the division of labor among and within specific crops or natural resources: who is responsible for rice, maize, vegetable production? Within crops, who plows, plants, weeds, fertilizes, stores, etc.? Who uses the crops and for what purpose? This information will be followed through the analysis to assess who controls the use of the crop, clarifying the relationship between responsibility and benefits.

For enterprise development activities, is family labor included in enterprise accounts? Who is responsible for bookkeeping; for cleaning and repairs; for product finishing and packaging; for product sales?

For projects that affect day-to-day activities, who is responsible for household activities? Women usually have household and family responsibilities including fuel and water collection, food preparation, child care responsibility, etc. This information needs to be considered, because new activities for women in the form of "projects" often increase an often already overburdened work day.

CASE EXAMPLE: Northeast Thailand Rainfed Agricultural Development

The objective of this project was to increase rice production by the introduction of power tillers and the use of a nitrogen-fixing crop. Individual farms were to carry out their own trials of new technologies. Men were assumed to be principal farmers and were trained to carry out crop trials. However, men had outside income sources and were frequently away from the farm. Women were not informed about the research - even those whose husbands were present. The project experienced problems: power tillers were not used and the nitrogen-fixing crop was not planted. Also, some women, whose work would increase because of the new trials, pressured their husbands to drop out.

EXPLORATORY FACTOR: LABOR

KEY ISSUE: How does the division of labor change throughout the year (seasonality)?

Where male and female labor contributions for their own or community benefit are incorporated into project design, knowledge of seasonal labor patterns by gender can be critical. This information will be especially important for agricultural and natural resource management projects.

CASE EXAMPLE: **Agri-Business in Bolivia** In a project to develop a citrus canning factory in Latin America, planners discovered too late that women - on whose labor they were counting for factory jobs - worked in citrus groves harvesting at the same time their labor was needed for processing. They were unable to work in the canning factory, and the factory was unable to start on time because of a labor shortage.

CASE EXAMPLE: **Soil Conservation in Kenya** This project to build soil terraces to prevent soil erosion relied on women's voluntary labor for terrace construction. Original project scheduling did not take into account women's seasonal agricultural labor requirements; it scheduled soil terrace construction for the traditional harvest time. The resulting labor bottleneck prevented utilization of women's labor. The project came to a standstill until it was redesigned to take into account labor availability. Women's labor contribution to the project - after the redesign - was valued at over $2 million.

EXPLORATORY FACTOR: INCOME

KEY ISSUE: What are the primary sources of income?

In most parts of the world, women have traditionally made significant contributions to family income, either through cash earned, cash savings or self-provisioning, which represents family income. Women's economic contributions to the household have been underacknowledged for several reasons. Often coming in small amounts, women's income has sometimes been invisible. In Peru, for example, early national census surveys identified 25-30% of women as economically active. More recent surveys showed a sharp decline - down to 6% - which seemed unlikely in the face of Peru's recession, inflation, and the need for more cash income.

On reflection, researchers reviewed the census questionnaires. In earlier surveys, women had been asked the question, "What did you do last week, last month, six months ago?" to identify their occupation. In more recent census surveys, women were asked the question, "What is your occupation?" Because of cultural norms which give higher status to households where women do not work outside the home, women listed their occupation as "housewife," despite employment in food processing, crafts, or other sectors.

Another reason cited for not taking women's income into account is that women are constrained, often by culture, in their ability to respond to economic incentives. It is sometimes suggested that efforts to increase men's income can be more cost effective. However, even women with very strict cultural constraints may provide income to the family.

CASE EXAMPLE: Marketing by Nigerian Women in Seclusion It is commonly assumed that Muslim Hausa women in Nigeria, many of whom live in total seclusion, do not earn income. In fact, many women manage grain distribution and sales networks from their homes using children and male relatives. It is they who plan sales, design and manage marketing strategies, keep records, etc.

As well, women are said to be less productive than men, though few studies have examined the relative productivity rates of men and women. The most frequently cited study in this area was carried out by Moock in Kenya. He noted that when men's educational, technological, credit, informational and other advantages were factored out, women farm managers were at least as productive as men and perhaps more so, having yields as high or higher than men with similar levels of education and access/use of inputs. Results of a more recent study follow.

CASE EXAMPLE: Road Construction and Marketing in Cameroon In Southern Cameroon, a road was built that connected a rural village to a larger one with a bigger market where higher prices for fruits and vegetables could be obtained. When road usage was evaluated, it was discovered that both men and women had increased usage (and increased vegetable production). However, more women - already working 60 hours per week - than men added another several hours to their workweek, to carry their vegetables to the more distant market to get higher prices offered there.

Because of the growing number of female-headed households, the rapid monetization of national economies that require more cash for survival, and the increasing dependence on women's income to survive economic adjustment programs, women's income is increasingly acknowledged.

Therefore projects/programs/policies designed to raise incomes need to assess gender differences in ability to participate in project/program activities and to receive benefits; awareness of gender considerations in such activities is also needed to avoid adverse impacts on female-headed households. Consideration of this factor is especially important in private sector development projects, as well as in agricultural projects.

EXPLORATORY FACTOR: INCOME

KEY ISSUE: Do income sources vary during the year?

Women's and men's incomes are not only derived from different sources, but in many cultures, women's is more diverse and is earned throughout the year. Women typically obtain income from handicrafts, processed food, sale of surplus vegetables/grains, seasonal wage labor - the production of which takes place at different times of the year.

Women's earnings are often the only available income during the "hungry" season before harvest, and because this income is not tied to one source (one cash crop or a full-time job), it often saves the family in times of drought or recession. Men's income, in contrast, is typically derived from wage labor, employment, export crop agriculture, livestock, and/or other more formal sector sources.

More and more women are entering the formal labor market, especially in export processing zones where they work in fruit and vegetable packing/processing plants, textile factories, and pharmaceutical firms. However, this kind of employment is still considerably less frequent for women than men.

Knowledge of men's and women's income sources - and how such income is obtained over seasons - is important for planning both macro and micro level strategies to increase incomes; such knowledge is also important to avoid unintended adverse effects on a family member's income.

EXPLORATORY FACTOR: INCOME

KEY ISSUE: What inputs are used to earn income?

Input in this sense is not restricted to agricultural inputs such as fertilizer and pesticides; it also includes credit, technical assistance, and other contributions to earned income.

Women and men generally have different levels of input usage, with women using far less. For example, women and men generally have different levels of credit (women's credit is typically in small amounts and obtained through informal networks). In agriculture, women typically use few purchased fertilizers, etc. In all economic endeavors, women usually have less access to technical assistance. Because of this, in part, women's productivity appears to be less than men's.

Agricultural subsidies can have significantly different effects by gender. Subsidies, which are often provided to promote export crop production, can lead to a decline in food crop production. Women represent a high proportion of food crop producers. Surpluses are sold, providing a significant source of income for them and their family -- albeit in small doses throughout the year.

Policies that promote export crops such as cotton and coffee by providing subsidies on fertilizers or seeds, extension assistance or other incentives, may result in male household heads taking away the wife's food producing fields for use in export crop production. This can increase her labor requirements on his fields while decreasing her production. Ultimately, the woman's income derived from surplus sales of her crops is decreased. Subsidies, then, need to be planned with an understanding of potential impact on all family members' income - both cash and in the form of food for consumption. Agricultural research has similar gender considerations.

CASE EXAMPLE: Rice Research: More Rice, Less Income for Women A rice research project in the Philippines resulted in new varieties that were fast growing and early producers. Plant breeders did not explore other uses of the rice plant. The husbands were given the proceeds from the rice crop. Previously, women had made placemats and other crafts from the rice husks and stalk. With the new varieties, this residue - disregarded by the researchers - was no longer useful for crafts, resulting in less off-season income for the women in the family. While the family may have had more rice and the husbands (or other male household head) may have had more income, net family income was not necessarily greater.

EXPLORATORY FACTOR: EXPENDITURES

KEY ISSUE: Do men and women have individual financial responsibilities? Who pays what? Women and men have different expenditure patterns and financial responsibilities. In some parts of the world, men and women have very separate purses, with each responsible for specific household expenses. This factor is important in the design of projects that will affect family income. It provides a broader perspective for the decision on a project or program's target audience.

Knowledge of family expenditure patterns will be very helpful in checking assumptions that increasing one family member's income (sometimes at the expense of another member) will benefit the family overall.

A common division of financial responsibilities is that men are responsible for house building/repairs, livestock, land purchases, while women provide food (home grown or purchased), pay school and medical fees: most of the day-to-day expenses. HOWEVER, this varies widely among and within different cultures.

Research indicates that around the world women contribute a larger proportion of their income to household expenses than do men. Women typically contribute 90-95% of their income to family expenses, while men's contribution ranges from 45 to 75% of their income.

CASE EXAMPLE: Contributions to Household Income in South India In a study of very poor agriculture households in South India, wives earned a median income that was 55% of their mates'; they contributed an average of 93% of their mates' income to family expenses. This meant that their contribution equaled 84% of their husbands'.

Increases in women's income have been closely correlated with increases in family well-being, as measured by nutritional and educational status of children in some countries.

CASE EXAMPLE: Women's Gardens and Child Nutrition in India Another study in South India found that mothers with gardens or income had better nourished children than those who did not. The single largest contributor to the child's nutrition was the presence of a home garden and produce distributed by the mother. There was no positive increase in child nutrition as paternal income rose, but increasing maternal income did benefit child nutrition. Data indicated that resources under the mother's control was the most important factor in level of child nutrition.

CASE EXAMPLE: Male/Female Wage Increases and Child Nutrition in the Philippines A longitudinal study of 800 rural Filipino households discovered that as the wife's estimated wage rate rose, both she and her children did relatively better in terms of intrahousehold allocation of calories; the male household head typically had the largest allocation of calories in the household. An inverse relationship was found between increases in the estimated wage of a male household head and child nutrition.

An important aspect in gender differences is savings patterns, another form of expenditures. Women as a rule do not deposit their savings in formal sector institutions, for reasons ranging from lack of literacy, to deposit and withdrawal conditions, to minimum deposit requirements. Instead, women tend to rely on savings associations such as tontines, burial societies, and other forms of savings clubs, the objectives of which are very specific. Projects and programs which look to mobilize savings (described as considerable) of either rural or urban people need to look at the savings motivation and mechanism of the men and women savers before making investment potential projections.

EXPLORATORY FACTOR: RESOURCES

KEY ISSUE: Who has access to and who controls resources needed to improve economic well-being?

"Resources" include land, labor, capital, information, education, technical assistance, and other elements that lead to enhanced economic and social well-being.

"Access to" and "Control of" resources have very different meanings and implications; access refers to being able to use something but not establishing parameters for its use -- it can always be taken away. The difference is in the decision-making power over usage.

Women and men often have different access to resources. This differential access affects their ability to participate in and benefit from projects in a way that reflects their roles and responsibilities. In many parts of the world, women do not control their own labor or income; they are often unable to obtain credit without their husband's or another male family member's signature. In some countries, women are required to have their husband's permission to obtain contraception. Lack of access to information, credit, and other resources has limited women's contribution to economic development on a broad scale and has affected project success.

CASE EXAMPLE: Access to and Control of Project Resources in Guatemala In Guatemala, three villages were involved in a vegetable contract growing scheme. In two villages, women were expected to take time away from their own income- generating and family activities to work on crops their husbands had contracted to produce. In one village the cooperative coordinating the project paid "household heads" for all family labor. Women received little of the proceeds of their work, and yields were much lower than where women were paid directly.

Women often have less access to education and one of the results is they are less likely to know the national European languages or other languages spoken in the country. Therefore, extension agents, credit program promotions, and other development-related activities are less accessible to women. Men and women often have different channels for receiving information. Family planning programs increasingly use commercial marketing techniques to match the contraceptive information and distribution system with gender-based cultural values and channels for receiving information.

As noted earlier, access to land is often controlled by male household heads. Despite their responsibility for providing food to the family, women may be allocated fields that are far away and less fertile.

CASE EXAMPLE: Farming Systems Project in Rwanda In a Farming Systems project in Rwanda, an agronomist working with farmers was encouraged to tag soil samples to identify male and female fields. The agronomist thought this was unnecessary, but finally agreed to do so. The agronomist was surprised to discover that the women's fields were less fertile, requiring different fertilizer recommendations from those for their male counterparts.

2.4. GENDER ANALYSIS: CONCLUSION-DRAWING FACTORS Gender analysis provides the basis for conclusions about constraints to and opportunities for programming that result from gender differences.

CONCLUSION-DRAWING FACTOR: CONSTRAINTS

KEY ISSUE: How are the constraints to participation in and/or benefits from a particular project or program different for women than for men?

Based on the analysis of the male/female differences in gender analysis, programmers can draw conclusions about gender-specific constraints relevant to a specific project or program. Information from the baseline situation is synthesized and then used in formulating recommendations for program or project design and adaptation. This process is carried on in the context of project/program goals and purposes.

For example, in some efforts to provide credit for small businesses, it has been determined from the assessment of sources of income that both males and females are involved in small-scale manufacturing or trading. Project designers should, in these cases, review gender-specific constraints to starting small businesses, such as collateral requirements or lending procedures.

In an attempt to increase food production by increasing land under cultivation, planners would first identify the target audience for a program by identifying who does what in the situation. If the primary food producers are female, project designers would then identify constraints specific to women such as land ownership, access and control of labor, etc. This would enable planners to design strategies to address those specific constraints.

CONCLUSION-DRAWING FACTOR: OPPORTUNITIES

KEY ISSUE: What opportunities for enhancing development programs are provided by gender-specific roles and responsibilities?

Gender analysis can reveal information that increases opportunities for more effective project planning. For example, knowledge of differences in men's and women's savings strategies can indicate new ways to mobilize savings and thus establish stronger credit programs. Awareness of how men and women receive information (e.g.,through newspapers, radio, at the health clinic) can assist in designing effective information dissemination systems for family planning programs. Knowing differences in constraints to mobility between and within towns can assist in designing primary school programs that increase both male and female enrollment. Knowledge of intra-household responsibility for seed selection for next year's planting provides an opportunity for agricultural researchers to gain greater understanding of the drought-resistant, early maturing, and disease-resistant characteristics of a particular plant variety.

2.5 SUMMARY OF PRESENTATION The trainer should finish the presentation with a brief summary. The essential points to be stressed in the summary are:

- The four "Exploratory Factors" (labor, income, expenditures, resources) represent a method for identifying at a general level gender-based roles and responsibilities. The analysis is then used in project design and adaptation to draw conclusions about gender-based constraints and opportunities in programming.

- Since no generic process can adequately address all situations, it may be necessary to add a fifth factor, "Other," to this analytical framework.

Finally, note that other very useful frameworks exist for gender analysis. Some are more specific to agriculture; others may be more helpful to non-governmental organizations. Sample frameworks are included in the resource material listing (see Resource Documents).

3. **SMALL GROUP PRACTICE (45 minutes)** Most participants are ready for something active at this point, and the case example allows them to manipulate the framework presented earlier. The case used for this exercise should be a synthesis of a project paper, reduced to 2-3 pages and supplemented with a very brief background piece on men's and women's roles in the country to be affected by the project. The case should be an example from the country or region of the host Mission; the project information for the case example is usually provided by PPC/WID and its usage coordinated with the host mission or bureau.

Go over the small group task shown on **NP 3-6** in plenary session, clarifying where necessary. Trainers should then direct people into small groups of 5 to 6 people (definitely no more than 7 persons). Trainers should make sure that the group is well-mixed, by gender, by work location, by age, by sector, etc. Group assignments can be made before the session starts, from registration information, and the names posted with where they are to meet (i.e., which corner; which break-out room...). Once participants are in their groups, trainers should circulate to make sure that all participants are quite clear on the task. It may take 15 minutes to get down to work.

Remind the groups that they need to select a recorder/reporter. Tell participants not to spend a lot of time looking for additional information. Note that as they carry out the gender analysis, they should determine what additional data they would need to fully understand the gender implications for this project.

NP 3-6

SMALL GROUP TASK

1. Select a group leader and a recorder/reporter.
2. Read the project and background information.
3. Identify the men's and women's roles and responsibilities important to the project, using the four Exploratory Factors.
4. Draw conclusions about constraints and opportunities for the project design.
5. List missing data.

3.2. SMALL GROUP REPORTS (45 minutes) It is important to hear from each group, though repetition of the same reports from each of the six groups in plenary session will be inappropriate, and generally boring. Therefore, the trainer managing this reporting should ask for each group to report on one variable, along with their conclusions and recommendations. If there are major differences in the reports made by the groups, explore the reasons in plenary. Ask for reflections on the task and the information it has provided. Ask the group what specific learnings about the gender analysis process they can note. Finally, make the transition to the last part of the session, which is the presentation of the Gender Information Framework. Note that the gender analysis process has been institutionalized, and that there exist guidance materials on the process.

4. PRESENTATION: THE GENDER INFORMATION FRAMEWORK (20 minutes) The trainer presents A.I.D.'s major tool used in gender analysis and programming: the Gender Information Framework (GIF). While the GIF is available in three forms (as a book-size document; in Executive Summary form; and in brochure form - the "Pocket GIF"), participants receive only the Executive Summary and the Pocket GIF. The first should be included in participant notebooks, and the Pocket GIF should be distributed at the end of this session.

4.1. GIF STRUCTURE The GIF was developed specifically for A.I.D. as a tool for facilitating the incorporation of gender issues into programming. The underlying premise, as indicated by the previous exercise, is that gender is important. Sex-disaggregated data and awareness of gender considerations in a project/program baseline situation are important for appropriate matching of project resources to the situation to be affected.

The process outlined in the GIF has three steps - the first two have just been practiced in the case example:

- Analyzing gender roles and responsibilities using the four exploratory factors;

- Drawing conclusions about gender issues in the baseline situation. Both this and the above element are found in the "Gender Analysis Map" of the GIF.

- Incorporating information from the gender analysis into programs/projects. Guidelines for how to use this information in programming are presented in the form of "Gender Considerations" for four of A.I.D.'s programming documents: the Project Identification Document (PID), Project Paper (PP), Country Development Strategy Statement (CDSS), and Action Plan (AP).

The GIF also contains a "Summary of Guidelines for Document Review," which lists general guidelines for incorporating gender in program documents.

4.2. **"GENDER CONSIDERATIONS" SECTION OVERVIEW** The trainer continues the presentation of the GIF, moving to the section called "Gender Considerations."

The case example work just completed provided practice on the gender analysis process described in the Gender Analysis Map. The Gender Considerations section provides information specific to the process for preparation of A.I.D.'s major documents in the course of a project's existence. This section was developed to follow A.I.D.'s handbook guidance for preparation of the Project Identification Document (PID), Project Paper (PP), Country Development Strategy Statement (CDSS), and Action Plan (AP). The trainer should make it very clear that this was not designed as a checklist or as a set of requirements; rather that it is a tool designed to stimulate thinking on gender issues at all stages of a project's life.

It should be noted that A.I.D. handbooks are revised regularly, so the GIF may not follow them exactly. However, the Gender Considerations section does follow the general layout and issues covered in programming documents.

The GIF reflects that fact that gender issues need to be considered throughout project documents. While, historically, a WID paragraph has been incorporated into social analyses in programming documents, legislation now requires each document to describe how women will be included as participants, impediments to women's participation, and what steps will be taken to deal with these impediments.

Finally, note that **Therefore, gender is now to be included in the main body of the document (inputs, outputs, budget, objectives, as appropriate, indicators, etc.), as well as in analytical sections.**

4.3. **WHEN TO USE THE GIF** The trainer should go through the GIF with the participants, highlighting the following suggestions for each of the processes listed below:

COUNTRY PROGRAMMING

The gender analysis process using the four exploratory and two conclusion-drawing factors should be incorporated into country level planning, although at a much more general level. For example, a country strategy should present a sex-disaggregated analysis of the labor force, including the informal economy; agriculture sector assessments should review both male and female roles as farm owners and laborers and other important issues for agricultural planning.

Assessments of opportunities for private sector development should supplement macro-economic information with information on male and female enterprises (source of income) to provide a more realistic picture of the development situation to be affected.

In terms of expenditures, an assessment of the numbers of female-headed households will deepen understanding of the economic situation among low-income families.

Country assessments should include information on gender differences in access to and control of resources such as education, training, or credit programs that A.I.D. assistance affects.

PROJECT DESIGN

Gender analysis will be more specific at the project design level. Where data are not available, data collection can be incorporated into pre-design studies or in collection of baseline data.

MONITORING AND EVALUATION

Monitoring and evaluation systems should be set up to collect sex-disaggregated data that will enable identification of existing/potential areas of gender differences in project participation, benefits, and unanticipated consequences.

5. **SESSION SUMMARY AND CLOSURE (5 minutes)** Close this session by asking the entire group what additional reflections they have on the gender analysis process; what additional learnings/generalizations they can make about the consideration of gender as an important variable in the success of development projects and programs; what changes they can see themselves making already in how they approach gender as a variable to consider. Re-emphasize the utility of the GIF in every stage and document of the A.I.D. programming process. Check to see whether objectives have been met, and bridge to the next session (Strategies).

COMMENTS **USE OF THE PRESENTATION MATERIAL** The examples in the gender analysis section are just that: examples. It is probably more helpful if trainers can draw from their own experience and reading to provide examples of how the factors in the gender analysis can affect programming.

This session design has both strengths and weaknesses. First, some participants are interested in being presented with specific data related to gender issues in development (vs. building from their own experience). They begin the workshop anticipating a seminar format. However, as was noted earlier, this workshop is experiential in nature, drawing considerably from participants' own wisdom.

With the presentation, this session provides the technical substance that participants are often seeking. However, using a fairly long lecturette also presents some problems, because the session often occurs immediately after lunch, when people are more ready for a nap than a speech! The trainer may wish to use less of the presentation described here and draw more from participant experience. This can be an effective way to open the group to their own knowledge and wisdom. However, it also slows down the pace and may increase the frustration of some participants at the lack of hard data provided by the workshop. Ultimately, it is a question of trainer style and comfort and participant knowledge.

VARIATIONS **SESSION CLOSURE** At the close of this Session, the trainer might wish to ask the large group to list the four exploratory factors and two conclusion-drawing factors in project design, after covering the newsprint. An oral evaluation would also be appropriate at the close of this session. Trainer would ask for reflections on the training so far, about the content of the GIF, about the pace and schedule, what has been most helpful, and suggestions to improve the workshop. One of the training staff should be assigned to take notes of the evaluative comments for staff planning.

MATERIALS Prepared NewsPrint:
- NP 3-1 Session Objectives
- NP 3-2 Views of the Household
- NP 3-3 Carloni quote: A.I.D. WID Experience
- NP 3-4 Factors in Gender Analysis
- NP 3-5 Exploratory Factors & Key Issues
- NP 3-6 GIF Small Group Task

Handouts:
- Case examples for small group work
- Pocket GIF Guides

Extra blank newsprint
Colored markers

SESSION 4: STRATEGIES TO OVERCOME BARRIERS TO WOMEN'S PARTICIPATION IN DEVELOPMENT

TIME 1 hour, 10 minutes

OBJECTIVES By the end of this session, participants will be able to:

- Identify project features that are frequent barriers to women's participation in development projects; and
- Create strategies to adapt mainstream sectoral projects so that key elements of the project incorporate gender considerations. (These objectives should be listed on newsprint as **NP 4-1.**)

RATIONALE The emphasis in the workshop up until this point has been on GENDER, as opposed to WOMEN; here, though, the focus is directly on WOMEN. Many participants come to the workshop expecting to learn techniques they can use to get more women involved in their projects, and this session offers them just such an opportunity. At this point, participants want to start focusing on solutions, after having spent a relatively long time on analysis. It is a session to work on how to incorporate women once a gender analysis has been carried out.

This session is based heavily on sections from the A.I.D. Program Evaluation Report, No. 18: "Women in Development: A.I.D.'s Experience, 1973 - 1985, Vol. 1 Synthesis Paper," April 1987, by Alice Stewart Carloni.

ACTIVITIES 1. **INTRODUCTION (5 minutes)** The trainer introduces the session by bridging from the previous session on Gender Analysis; reviews the session objectives and activities. Note that the focus of this session is on the adaptation of mainstream projects - in both design and implementation. The need to identify women-specific strategies (within a mainstream project) can arise in a couple of ways:

- IN NEW PROJECTS: gender analysis of the baseline situation may indicate that women will be affected by a project, can contribute to, should be included in project activities/benefits, and face gender-related constraints. This session will suggest how to approach constraints and identify strategies others have used successfully.
- IN EXISTING PROJECTS: A project seems to be having difficulty and gender may be a factor, or monitoring or mid-project evaluations indicate gender issues may have been

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overlooked and are affecting project implementation. This session will suggest how to approach that situation and identify strategies others have used successfully.

Tell participants that they will be presented with common barriers to women's participation (those identified in the Carloni paper), and that they will get a chance to work on project design and adaptations to overcome common barriers.

2. **PRESENTATION/DISCUSSION (1 hour)** The trainer suggests a way of approaching the question of appropriate inclusion of women into new or adapted project design. It is to respond to the question appearing on **NP 4-2**:

NP 4-2

DESIGNING / ADAPTING PROJECTS TO ENSURE WOMEN'S PARTICIPATION

Do women:

- have access to project resources?
- participate in activities?
- receive intended benefits?
- control benefits received?

Lack of direct access to intended benefits, as seen in the case of Guatemala in the GIF session, for example, can be a disincentive to participation in project activities. Benefits obtained through a male household head may be insufficient to encourage participation. Other examples from the GIF session can be recalled for participants, if necessary.

The trainer presents a list of specific project features to consider to ensure women are appropriately incorporated into the project. The list is shown on **NP 4-3** on the following page. Information on each project feature follows, which should be supplemented by as many examples as possible of each feature - again, look to the GIF session for examples. Ask participants to talk about their experiences with how these project features have affected project effectiveness. Ask participants what strategies they have used to overcome the constraints these project features may pose. Participants usually have many examples they like to share. (The page numbers after each project feature on the following pages indicate the page in the Carloni report cited earlier.)

NP 4-3

PROJECT FEATURES TO CONSIDER

- Choice of promotion strategy
- Choice of technical packages
- Timing and duration of activities
- Delivery systems
- Location of project activities or services
- Eligibility criteria
- Nature and distribution of benefits

CHOICE OF PROMOTION STRATEGY (p.51)

Promotion strategies need to take into account communication networks and language differences. Because of limited mobility and less education, women are less likely to speak a European or national language that must be learned in school. Women are therefore less able to take advantage of programs, education, and services. Therefore, language requirements need to be considered in outreach and training programs.

Women usually have different communication networks. While men may receive information from newspapers, radios, or at men-only village meetings, women may give and receive information at the clinic, the well, or alternate sources. To ensure that information about resources or new technology is adequately disseminated, it is important to identify gender-specific communication networks.

APPROPRIATENESS OF PROPOSED TECHNICAL PACKAGES (p.43)

Male and female roles and responsibilities frequently require different technical approaches to development problems. Planners should ask: are technical packages applicable to all households (both male- and female-headed) or only those with certain types of resources? Are technical packages targeted for the person responsible for the activity and do they match that person's resources? Are credit procedures appropriate for both men and women? Do education and training curricula address productivity issues related to both men's and women's activities? Are contraceptive packages appropriate to the financial, sanitation, and prevailing cultural norms for men and women?

TIMING AND DURATION OF ACTIVITIES (p.50)

Women's time constraints differ from those of men because of their dual family and economic roles and responsibilities, which are often intertwined. Project activities, such as training or voluntary labor contributions, need to take into account women's daily and seasonal time constraints. Training held during morning food preparation hours, for example, essentially precludes the participation of many women.

OUTREACH OF EXISTING DELIVERY SYSTEMS (p.49)

Often women operate outside existing delivery systems. They frequently have less access to outreach/extension agents. There are a variety of explanations for this situation, ranging from cultural norms constraining contact between non-family males (extension agents) to lack of information appropriate to their needs provided by the delivery system.

LOCATION OF PROJECT ACTIVITIES AND SERVICES (p.50)

Cultural norms often restrict the mobility of women. They are less likely to be able to travel to distant training sites, clinics (including family planning clinics), village meetings to discuss where water wells and schools should be placed, banks or financial services, and the other myriad meetings and services development projects often provide.

ELIGIBILITY CRITERIA (p.42)

Eligibility criteria often preclude women's participation. English language requirements, for example, can reduce the eligible pool of women candidates for long-term training, since fewer women have had access to educational institutions where English is taught. Age limits on long-term training programs may inadvertently restrict women's participation, since often they must remain at home with their children. Credit programs that require land as collateral essentially eliminate women's participation in many cultures. In some instances, the criteria are more stringent than necessary and should be revised. For example, alternative forms of collateral could be devised. Other options could provide pre-departure training that would enable women to meet the requirements.

NATURE AND DISTRIBUTION OF BENEFITS (p.42)

Direct access to benefits affects incentives to participate. Where women are expected to work/participate but receive few benefits, which has occurred in agriculture and natural resource management projects, they are less likely to participate (no surprise here!).

3. **WRAP-UP (5 minutes)** Summarize the list of project features, and ask participants some of the most notable learnings of the session. Ask if and how participants can foresee putting any of the session's learnings into practice in their work. Bridge to the next session by noting how the session just finished will help in the more in-depth view of project design. Distribute the handout, "Project Design and Implementation Alternatives: Microenterprise, Housing, Vocational Training and Agriculture."

VARIATIONS

VARIATION 1: DISCUSSION (15 minutes) The trainer can select only 2-3 of the barriers described in the presentation and facilitate a discussion of how such barriers could be overcome. Encourage the participants to suggest examples from their or others' experience. This short discussion models a small group task which follows.

SMALL GROUP TASK (30 minutes) The trainer helps participants to form groups of 5 or so people per group. Present the following task on newsprint (**NP 4-4, next page**) and answer any questions needed for clarification. Groups may use any project or activity from their experience: a current one they have brought to work on; one used in earlier exercises, etc.

NP 4-4

SMALL GROUP TASK

1. Select a recorder/reporter for the group.
2. Select a project/program/activity that has experienced difficulties in incorporating women.
3. Identify one or two barriers or constraints that affected women's participation.
4. Explore the nature of that constraint, and develop a strategy to reduce or remove it.
5. Prepare a summary of your group's work in plenary session.

TIME ALLOTTED: 30 minutes

SMALL GROUP REPORTS (15 minutes) With the limited time for reports, the trainer will urge brief summaries of the groups' work, highlighting the barriers and the proposed strategies. Continue with the wrap-up of the session as described in the main "Activities" section.

MATERIALS Prepared NewsPrint:
- NP 4-1 Session Objectives
- NP 4-2 Designing/Adapting Projects to Ensure Women's Participation
- NP 4-3 Project Features to Consider
- NP 4-4 Small Group Task (for Variation)

Handout: "Project Design and Implementation Alternatives: Microenterprise, Housing, Vocational Training and Agriculture"

Additional blank newsprint

Colored markers

SESSION 5: PROJECT DESIGN AND THE GIF

TIME 2 hours (depends on participant numbers)

OBJECTIVES By the end of this session, participants will be able to:

- Utilize the GIF's Gender Considerations in Design and Key Questions for a Project Identification Document (PID) or other major A.I.D. project design document.

(This objective should appear on newsprint as NP 5-1.)

RATIONALE Earlier in the workshop, participants were given the chance to practice using the first part of the GIF - the "Gender Analysis Map." Here, participants practice using the "Gender Considerations in Design" portion of the GIF. There are several A.I.D. documents featured in this portion, but the Project Identification Document (PID) seems to be a good choice for this practice exercise, since it begins the project development process in A.I.D.

This PID"...is a project concept paper that defines the problem to be addressed, and presents in general terms a recommended approach, or potential approaches to the defined problem. It also lays out the strategy for detailed project design." Further, the PID "...identifies what data are needed, suggests what issues should be considered, and who should participate in the project design." (GIF: Guidelines for Incorporating Gender Issues into A.I.D. Programming.) Clearly, incorporation of gender variables and disaggregated data at this stage is critical for the eventual project design, implementation, monitoring, and evaluation.

ACTIVITIES 1. **INTRODUCTION (5 minutes)** The trainer introduces the session by bridging from the previous session, and by noting that portions of the GIF (if they had not already noticed) had not been practiced yet: the Gender Considerations in Design. This was because of the need to work on other skills in the meanwhile. The trainer notes the objectives of the session, which appear on NP 5-1, and gives an overview of the session's activities.

2. **PRESENTATION (30 minutes)** Trainer presents the Gender Considerations in Design for a PID (next page), adding the Key Questions as needed and appropriate for the presentation. In the course of the presentation, the trainer should check for clarity and understanding, and also help participants to see how these PID gender considerations translate to project design strategies for a Project Paper (PP). Also, it should be repeated here that the Gender Considerations are not a checklist; they are questions and issues to consider in project design.

The trainer can excerpt key portions of the following Gender Considerations for use on newsprint (NP 5-2); or, participants can be asked to follow the presentation in their notebooks.

NP 5-2

PROJECT DESCRIPTION

PROBLEM STATEMENT: Consider how gender affects social and economic aspects of the problem to be addressed.

STATEMENT OF EXPECTED PROJECT ACHIEVEMENTS: Assess the feasibility of achievement of objectives, given gender differences in roles and responsibilities, as well as access to project resources and benefits.

OUTLINE OF THE PROJECT AND HOW IT WILL WORK

PROJECT ELEMENTS

- Identify strategies that are appropriate to male and female roles and responsibilities where the project will affect women's and men's activities.

- Identify technical issues in the project design that will be affected by men's and women's roles and responsibilities.

- Review project components for consistency with the social and economic organization of the activities the project will affect, as well as constraints and opportunities entailed in that organization.

- Include strategies to obtain sex-disaggregated data and feedback from both men and women in project monitoring and evaluation systems where their activities will be affected by the project.

FACTORS AFFECTING PROJECT SELECTION AND FURTHER CONSIDERATION

SOCIAL CONSIDERATIONS

- Include known information about key gender variables in analysis of factors affecting project activities.

NP 5-2

- Consider who benefits from the project and how they benefit.
- Identify gender considerations related to ability to participate in project.
- Assess differential impact of project by gender.

ECONOMIC CONSIDERATIONS: Examine how proposed approach will affect men's/women's economic roles and improve family well-being.

TECHNICAL CONSIDERATIONS: Assess the technical expertise and experience of proposed recipient country implementing agency in reaching women; consider developing such capacity as part of the project, if needed.

BUDGET CONSIDERATIONS: Examine budget estimates for consistency with needs and opportunities described in Social and Economic Consideration sections.

DESIGN STRATEGY

- Summarize sex-disaggregated needs for the PP or pre-PP study.
- Indicate how such data will be collected and analyzed.
- Recommend PP team composition necessary to ensure that gender issues are effectively addressed.

3. **SMALL GROUP WORK (45 minutes)** The trainer organizes participants into small groups of no more than six persons each. The task for the groups is to develop answers to the Gender Considerations in Design's "Key Questions" for a sample PID (an edited version, of course). The PID case example for the small group work, as well as the "Gender Considerations in Design" and "Key Questions" for the PID to follow, should have been distributed and read by participants prior to the session. The trainer should explain the task while the participants are still in plenary session, though it will probably be necessary to clarify for them, once they are in their groups. The task is shown in NP 5-3. Trainers should circulate for consultation to the groups while participants are working on the task.

NP 5-3

SMALL GROUP TASK

1) Select a leader and recorder/reporter.

2) Review the task and review the PID case, if necessary.

3) Focus on Key questions for a PID, #1, 2, 3, 4, 9 and 10. Record the group's answers on newsprint for later presentation in plenary session.

TIME ALLOTTED: 45 minutes

4. **SMALL GROUP REPORTS (30 minutes)** For this report-out, it is not necessary to get a complete report from each group, but it will be important that each group's newsprint is displayed in the training room where they are all clearly visible for easy comparison: preferably side-by-side.

The trainer should go over the questions in the task one by one, comparing the responses from each of the groups for similarities and differences. It is important to stress that there are no correct answers in this exercise. The discussion of similarities and differences in their analyses and the familiarity with the process of asking the questions about where gender issues intervene in the project development process in A.I.D. is far more important, especially given the time limitations. The proposed strategy suggestions which are especially creative should be highlighted in the discussion.

5. **WRAP-UP (10 minutes)** Ask participants to list any especially important learnings to have come from the session; follow up those learnings by asking them if they can already see how their own PID (or other project design work) can be improved. Ask for examples. Check for achievement of session objectives, and close the session.

VARIATIONS

VARIATION 1: The session could just as easily be done with PPs, CDSSs, or Action Plans, since detailed "Gender Considerations in Design" issues and key questions are available. The important thing is the practice which participants accomplish.

VARIATION 2: A "Clinic" or "Supermarket" approach to this session has also worked nicely, especially when the group is large and diverse. Trainer preparation time increases, however. Three of four edited documents of differing types can be prepared, including the CDSS and others mentioned above, plus any other document type routinely used by any sub-set of participants. Investment Proposals and Contractor Scopes of Work have been used successfully in the past. Trainers need to create, if they do not already exist, key issues and questions for geach type of document upon which the small groups can focus. A number of cases equal to the number of trainers works well: each trainer can be responsible for the editing of one case, and can work with one small group to clarify key questions and issues.

The cases still need to be handed out prior to the session. Participants can self-select into groups and pick up the case the night before. Large sign-up sheets (with a finite number of places, so as not to have too many people in any one group) can be posted alongside a pile of cases for the group; participants can take a case when they sign up.

MATERIALS

Prepared NewsPrint:
  - NP 5-1 Session Objectives
  - NP 5-2 PID Gender Considerations
  - NP 5-3 Small Group Task

Handouts:
  - GIF: Gender Considerations in Design (complete document)
  - Pocket GIF
  - Case: Sample PID/PP/CDSS

Additional blank newsprint
Colored markers

SESSION 6: INDIVIDUAL APPLICATION

TIME 2 hours, 50 minutes

OBJECTIVES At the end of this session, participants will be able to:

- Describe the gender issues for the materials they have brought; List additional baseline data needed; and Describe strategies for collecting the data.
- Help colleagues to identify project activities and outputs which should reflect gender considerations; and
- Define in their own way basic criteria for distinguishing projects or programs which have adequately considered gender from those which have not.

(These objectives should appear on newsprint as **NP 6-1.**)

RATIONALE After the previous sessions on gender analysis and incorporating gender into project design and implementation, we look at the participants' own activities. Before coming to the workshop, participants were asked to bring along with them something to work on: program materials, project concept or designs, sections of or whole documents they're working on, anything which they wished to analyze and adapt, if necessary, to integrate gender considerations more effectively. The session, then, begins a series of exercises on the application (at a micro level) of the skills and knowledge seen so far in the workshop.

The use of consultation trios (groups of three people, each one in turn receiving help from two "consultants") provides a more structured way than just a large discussion to get everyone's issues talked out.

ACTIVITIES 1. **INTRODUCTION (15 minutes)** Introduce the session using some of the notions in the RATIONALE, above. Go through the objectives and schedule for the session, and move quickly to the trio tasks, since this is where participants will take as much time as they can possibly get.

The primary task of the trainers in this session is to provide clear task instructions to the individual participants and the consultation trios, assist the trios to manage their time carefully, and provide assistance in gender considerations or other technical expertise when or if requested.

2. **SMALL GROUP TASK (1 hour, 30 minutes)** Present the task shown on **NP 6-2**, and clarify where necessary. Get the task work started as quickly as possible.

NP 6-2

APPLICATION: INDIVIDUAL AND TRIO TASKS

PART ONE: Individually,

1. Clearly define the problem you wish to study;
2. Identify:
    - gender differential issues
    - additional baseline data needed
    - strategies for accomplishing this

TIME ALLOTTED: 15 minutes

PART TWO: Identify two other persons to work with as your "consultants," and what help you want from them. Go find a quiet place where you can discuss.

PART THREE: In trios,

1. First person presents his/her analysis of questions 1 & 2 above, and states the help he/she wants from the consultants. (10 minutes)

2. The two consultants respond, while first person takes appropriate notes for later reference. (15 minutes)

3. The process gets repeated two more times, so that each person has received help on his/her materials.

TIME ALLOTTED: 25 minutes EACH = 1 hr. 15 min. TOTAL

2. **REPORT-OUT OF SMALL GROUP WORK (60 minutes)** Though one hour has been allowed for this reporting time and discussion, it more commonly is reduced by demands for additional time in the consultation trios. It is impossible, given these time limitations, to hear from every individual, and it is not really necessary at this point, in any case. While participants appreciate the chance for the one-on-one (two-on-one?) attention given their work in the trios, some like and want even more input, which this report-out session provides. Trainers should manage the discussion in order to keep attention focused not on critiquing individuals' work, but on extracting the lessons which can be useful for all participants. These plenary sessions provide yet another level of peer review and assistance which often results in a very rich discussion. This is particularly true in mission-specific workshops.

3. **WRAP-UP (5 minutes)** Since the previous discussion revolves around the application of workshop skills, and probably on some key issues in gender considerations, there is no need for the trainer to spend a lot of time on generalization and application questions. A couple of comments can be sought about the process of the session itself, though these should be kept brief. The trainer should close the session by thanking all participants for the help they've rendered as consultants; checking for achievement of session objectives; and noting how the next session will continue in the application vein.

MATERIALS Prepared NewsPrint:
    NP 6-1 Session Objectives
    NP 6-2 Application: Individual and Trio Tasks
Additional blank newsprint
Colored markers

SESSION 7: DATA GATHERING

TIME 1 hour, 10 minutes

OBJECTIVES At the end of the session, participants will be able to:

- List methods and sources for gathering sex-disaggregated data needed for project design.

(This objective should be listed on newsprint as NP 7-1.)

RATIONALE This session has been designed to de-mystify the data needs required to incorporate gender issues into development programs. Since congressionally-mandated requirements to collect sex-disaggregated data can appear to be formidable, this session is also designed to allay some of the fear related to the level of data needed for effective gender analysis. Further, it provides suggestions on how to identify and access existing data sources. As a short and rather superficial review of data gathering methods, this session works best for participants with minimal data analysis/research experience.

The session builds on the project design (PID) session's small group work, in that as part of the small group exercise, participants were asked to identify additional data needs. That listing is used as a starting point for the small group exercises in this session. In addition, the groups will have an opportunity to network and find information sources in their own sector/country.

The primary information resource, in addition to the experience and skills of the trainer presenting this material and the participants themselves, will be the prepared newsprint visuals from Rapid, Low-Cost Data Collection Methods for A.I.D., A.I.D. Program Design and Evaluation Methodology Report No. 10, by Krishna Kumar, CDIE/A.I.D., December 1987.

ACTIVITIES 1. **INTRODUCTION (5 minutes)** The trainer bridges from the last session on the Gender Information Framework, and reminds participants that several of the groups identified bits of information that were missing from the case. As is the case in "real life," the data available are not as complete as one would have it. Introduce the objectives of the session, and note that the trainers will be presenting a few new ideas for data resources, and that participants are counted on to add to whatever suggestions the trainers may provide.

2. **PRESENTATION (15 minutes)** The trainer should touch on some of the remarks made about data gathering in earlier sessions. The emphasis here will focus on gathering data at an appropriate level of detail and cost for that stage in the process on which one is working. The trainer should also emphasize that just because the data gathering process is a rapid one in some

cases, it does not automatically mean that it is less useful or reliable. Draw upon the data needs identified in the PID session for examples of how each of these data gathering methods might be useful.

2.1. RAPID LOW-COST DATA COLLECTION METHODS

NP 7-2

RAPID LOW-COST DATA COLLECTION

1. Key Informant Interviews
2. Focus Group Interviews
3. Community Interviews
4. Direct Observation
5. Informal Surveys

The trainer reviews each of the five methods noted on **NP 7-2**, noting where they are particularly useful and where they are inappropriate. The trainer can use the data needs identified in the previous day's case example to illustrate how these methods might provide the needed data. Participants can add their own experiences with these kinds of methods.

▸ KEY INFORMANT INTERVIEWS

Key informant interviews are most appropriate for gathering information about organizations and institutions, cultural patterns, values, and beliefs, when general, descriptive information is sufficient for decision-making. A useful tool for interpretation of quantitative data, they help to answer the question, "why?", and provide information on motivations and attitudes that guide people's behavior. Finally, key informant interviews are a mechanism for generating suggestions and recommendations, as well as developing questions, hypotheses, and propositions for further testing and refinement.

Skills and knowledge required include:

- substantive knowledge of the subject and practical experience in order to frame questions and have real interactive discussion;
- knowledge of qualitative interview procedures;

- knowledge of local language to avoid loss of information through translation; and
- good inter-personal communication skills.

Advantages: key informant interviews provide in-depth information, have the flexibility to enable pursuit of issues and ideas not originally anticipated in project or survey designs, are relatively inexpensive, and can be carried out quickly. Interviewer qualifications are also less demanding, thereby making it easier to find people with the necessary skills.

Limitations: Because key informant interviews do not generate quantitative data, they cannot be used when such quantitative data are required. The findings can be biased if key informants are not carefully selected: key informants should include both women and men and people of all relevant socio-economic and ethnic groupings. Similarly, interviewer biases are possible, and criteria for selection of interviewers may need to reflect gender and socio-economic characteristics of the various groups to be interviewed. Also, training of interviewers is key.

▸ FOCUS GROUP INTERVIEWS

Focus group interviews are most appropriate for gathering ideas and hypotheses for development project or program design, including needs and requirements of the local populations, appropriateness of the project, and potential strategies for implementation. They are useful in assessing reactions to recommended project/program activities and explaining the responses of the local populations to project or program activities (e.g., why it is or is not working). Finally, they can be used to generate recommendations and suggestions for project adaptation.

Skills and knowledge required include:

- theoretical knowledge and practical experience with the topic to be investigated;
- proficiency in the language of interviewees: focus groups cannot be conducted through an interpreter; and
- training or experience in conducting group discussions.

Advantages: because they involve groups (vs. individuals), focus groups are a time-saving information- gathering mechanism. They are also economical because they do not require a large number of enumerators or lengthy periods in the field. They can reduce individual inhibitions, providing interviewees security in numbers. As well, group interviews are often the best way for male researchers to elicit women's opinions, especially in cultures where interaction between unrelated males and females is restricted. Finally, focus groups generate fresh ideas and insights because the participants stimulate each other.

Limitations: as with key-informant interviews, focus group discussions cannot provide quantitative data and are susceptible to the same kinds of interviewee and interviewer biases. Further, discussions in focus groups can be dominated by a few participants with a perspective not shared by others. This can result in a misleading impression about the range of viewpoints and degree of consensus.

▸ COMMUNITY INTERVIEWS

Community interviews are most appropriate when village or community level data are needed about the composition of the population, occupational patterns, and educational, medical, or other service facilities. They also help to further understanding about community needs, requirements, and expectations related to proposed development programs. Further, community interviews are useful for assessing extent of local support for a specific project affecting the community and for project/program evaluations.

Skills and knowledge required include:

- both substantive knowledge of and practical experience in the subject;
- ability to converse in the local language; and
- experience in conducting community interviews.

Advantages: community interviews enable direct interaction between project staff or researchers and a large number of people in the target population, providing a mechanism for information collection through both verbal responses and non-verbal behaviors. Community interviews can generate some quantitative data through votes on specific issues and through tabulation of comments and behaviors during the meeting. As with focus groups and key informant interviews, representation by men and women and by various socio-economic and ethnic groupings at community interviews is key to obtaining generalizable data. Because participants tend to correct each other, community interviews improve the validity of the data. Finally, they are cost-effective and provide data quickly.

Limitations: Community interviews are easily manipulated; often elites try to use them as a mechanism for articulating their own perspectives. A few articulate people can monopolize the discussion. Further, issues that can be discussed in individual interviews may not be pursued in a community forum because of social and political inhibitions.

▸ DIRECT OBSERVATION

Direct observation is most appropriate when trying to understand an ongoing behavior or unfolding event (e.g., how decisions are made, how the clinic operates), when information about physical infrastructure is required, when delivery systems or services offered by public and private agencies are to be examined, and when preliminary, descriptive information is required.

Skills and knowledge required include:

- specialized knowledge of the subject from various perspectives (e.g., agronomic, organizational development, economic, women in development);
- skills in field observation, especially for the study of socioeconomic phenomena and processes; and
- knowledge of the local language, especially for socio-economic studies.

Advantages: direct observation enables the investigator to study a phenomenon in its natural setting quickly and economically, thereby providing a cost-effective mechanism to increase understanding of the situation. It can reveal social and economic conditions, problems, and behavior patterns key informants may be unaware of or unable to adequately describe. For example, often key informants will state that women are not active in commerce because traditional culture proscribed such behavior, while direct observation reveals women involved in street vending or small-scale production activities.

Limitations: direct observation is susceptible to observer bias, especially in the observation of social and economic (vs. physical) phenomena. For example, outside observers can overlook both the conditions and potential contributions to development of the poor, women, and other groupings. Assigning a multi-disciplinary team rather than an individual to carry out the observation and making investigators aware of the problem are ways to reduce the risk of observer bias. Incorporating both men and women on the team may also be useful.

Poor selection of observation sites can skew observation results; sites selected should be representative of the wider population (vs. simply accessible) to avoid developing a misleading picture of the situation.

It should also be noted that the act of observation can affect the behavior of people and organizations under observation (the "Hawthorne effect").

▸ INFORMAL SURVEYS

Informal Surveys are most appropriate when quantitative information on attitudes, beliefs, and responses of a fairly homogeneous population is needed immediately. Informal surveys are also useful when it is difficult to construct a probability sample without considerable investment of time and resources. Finally, they can be used when some quantitative information is already available but additional data are required to complement it.

Skills and knowledge required include:

- in-depth knowledge of the subject to be covered by the informal survey;
- formal training and experience in conducting informal surveys; and
- knowledge of the local language; if the principal investigator does not speak the local language, s/he should have a deputy who is a native speaker.

Familiarity with the socioeconomic conditions of the survey area is also desirable.

Advantages: informal surveys can be used when well-designed, sample surveys are difficult or inadvisable to conduct. The quality of the data tends to be better in informal rather than large sample surveys, because the small size of the questionnaire results in fewer interview errors, coding tends to be more accurate when variables are limited, and the investigator is able to work more closely with staff. Further, informal surveys can be carried out quickly with limited personnel and economic resources.

Limitations: informal surveys cannot be used when an intensive understanding of a phenomenon or process is required, because they do not permit free and extended discussions. They are subject to sampling bias because probability sampling is not used. If respondents are not representative of the population, conclusions may be flawed and recommendations unjustified. (It is for this reason that disaggregation of data by sex is such a critical issue in all data collection methods.)

Finally, complex statistical data analysis is not always feasible in informal surveys because of the small sample size. For example, if out of 50 respondents only 8 are female farmers, the investigator may not be able to perform a comparative study of male and female farmers. However, the use of quota sampling can solve this problem. In addition, because there are only a few variables, the use of control variables in statistical analysis is restricted and sample errors cannot be computed.

The trainer should finish the presentation by summarizing these methods, using the chart below as a guide (NP 7-3). Copies should be distributed to participants.

Close this review by asking participants to share a few creative and effective methods from their experience for gathering sex-disaggregated data.

NP 7-3

Survey Method	When Most Appropriate	Skills Required	Advantages	Limitations
Key Informant Interviews				
Focus Group Interviews				
Community Interviews				
Direct Observation				
Informal Surveys				
Other...				

2.2. **SMALL GROUP EXERCISE (35 minutes)** The trainer should point out that often significant sex-disaggregated data sets DO exist in the host country. Other donors, universities, non-governmental organizations, both national and expatriate, and government ministries often collect information that can be used for new project design. Often other projects within the USAID Mission have information that can be useful. A problem is that the consultants who do much of A.I.D.'s planning and design do not have contacts or time, or are not instructed to seek out existing sources. Therefore, such data sets are ignored, and new projects carry out large new baseline surveys.

This small group exercise is designed to illustrate the general point that data often exist, while it helps individuals to identify specific data sources by programming sector.

Prior to the session, designate and label areas of the room for specific sectors (e.g., agriculture, health, private sector). As the exercise begins, present participants with the task which appears on **NP 7-4**:

NP 7-4

SMALL GROUP TASK

Part I (15 minutes)

- Spend 15 minutes thinking about data sources that you are aware of which are accessible, and how they could be useful to others;
- List each resource, according to the following format: a) sector, b) the kind of information available, c) the form of the data, d) when it was collected, e) where to find the data, and f) a contact name and number, where possible. Write legibly, since others will read it during this exercise.

EXAMPLE: Agricultural credit; survey of loan recipients 1990; National Cooperative Union; John Smith, Tel. 456-7980.

Part II (20 minutes)

- Move to the area of the room where your sector is; pass around your listings of information sources; ask questions. When you have finished, move on to other sectors. If you haven't had enough time, make plans to meet later.

TIME ALLOTTED: 35 minutes

This session design works best when the mix of participants includes many from outside of A.I.D. For a regional workshop, participants can begin by seeking information sources for/from their own country.

When participants have finished, or when no more time is available, bring participants back to the plenary session. Ask participants for reflections on the process, as well as significant learnings. Ask for a few participants who have identified data sets that might have application to several sectors, to present them.

3. **WRAP-UP (15 minutes)** Review main points of the session. Note that for new projects: where data are not available for gender analysis, data can be obtained in pre-project studies or during baseline studies. If obtained as part of the project start-up process (and after project

design), decision points should be built into the project so that changes can be made to incorporate the new data.

All new projects should include collection of sex-disaggregated data in monitoring and evaluation systems. For existing projects, evaluations should also collect sex-disaggregated data. While this will not affect the project being completed, it can provide valuable information to guide future work.

Ask participants for final reflections and suggestions on how this session will be useful to them. Check for attainment of session's objectives, and bridge to the next session: "Policy and Gender."

VARIATIONS

VARIATION 1: Have participants return to their small groups from the previous day. They review the list of data needs identified for that project, then select 1-2 and discuss how they would obtain the needed data. Specifically, they should discuss what data collection methods would be most cost effective, what kind of financial and human resources would be needed, what problems could be anticipated in data collection, and what strategies could be used to overcome them. The small group work would be followed by a brief report back to the total community.

VARIATION 2: Convene a panel of local resource persons to talk about their experiences and data sources. This is another effective way to address this issue in a mission-specific workshop. The suggestions provided in Session 2 for organizing a donor panel would be appropriate for this session as well.

VARIATION 3: Identify experts within the mission or in the country on one particular data collection method. The expert presents a "How To" session on that method. The trainer should work with the guest lecturer to prepare him/her for the presentation. The presentation could be followed with an adaptation of the small group work used above.

MATERIALS

Prepared NewsPrint:
  NP 7-1 Session Objectives
  NP 7-2 Rapid Low-Cost Data Collection
  NP 7-3 Data Collection Methods Chart
  NP 7-4 Small Group Exercise
Handout: Data Collection Methods Chart
Additional blank newsprint
Colored markers

SESSION 8: POLICY AND GENDER

TIME 2 hours

OBJECTIVES By the end of this session, participants will be able to:

- Describe the relationship of A.I.D.'s world-wide mission statement to the design of gender-sensitive projects; and
- Define gender issues cutting across A.I.D.'s world-wide mission statement, through the country goals, to program and project design (for any given situation).

(These objectives should appear on newsprint as NP 8-1.)

RATIONALE The relevance of gender as a significant issue in the achievement of many project goals and purposes may not always be automatically clear. This is most often true in projects and programs that do not work directly with people, as in financial sector reform, or the development of major grain storage facilities. It is when the larger development objectives of the country or of U.S. development assistance are considered that the reason for taking gender issues into account becomes apparent.

This session uses A.I.D.'s world-wide mission statement as a vehicle for considering how gender cuts across the various levels of development programming. The session also refers to the structure of the Logical Framework (logframe), which is A.I.D.-specific, but can be easily adapted to the project or program design process of other organizations.

ACTIVITIES 1. **INTRODUCTION (5 minutes)** The trainer bridges from preceding sessions by noting that for many people it is relatively easier to identify gender issues at the PROJECT level than at the POLICY or PROGRAM level. The Exploratory and Conclusion-Drawing Factors seem at first glance to be more appropriate for baseline documentation at the household level. Check for participant experience in this regard. Explain that in this session, the policy level gets its share of scrutiny for gender issues. Although wider level A.I.D. documents (e.g., CDSS) may have limited people-level content, planning in the absence of understanding what people do -- including gender roles and responsibilities -- will constrain the effectiveness of development programs. The trainer should present the objectives and review the activities for this session.

2.1. **REVIEW OF A.I.D.'s PROGRAMMING STRUCTURE PRESENTATION (25 minutes)** Key points of the presentation follow. A.I.D.'s programming incorporates a hierarchy of objectives. That is, objectives are very specific at the project level and become more global as they address the development needs of a wider and wider audience. At the base, there is a project with specific purposes to be achieved ("increased grain production," for example). The project's purpose points to a larger goal to be achieved over a longer period of time (usually something like "improved economic and social well-being").

The GOAL is defined as a high level aspiration, above purpose. This distinction between goal and purpose is carried through the entire programming process. The broadest statements of goals is at the A.I.D. world-wide level. Goals are also defined at the country strategy level and are met through specific projects and programs that themselves have goals and purposes. Use **NP 8-2** to illustrate this point.

NP 8-2

A.I.D. PROGRAMMING STRUCTURE

GLOBAL LEVEL	A.I.D. World-Wide Mission Statement (long-term goals)
COUNTRY LEVEL	Country Strategy Statement Goals (long- and medium-term goals)
PROGRAM/ PROJECT LEVEL	Goal and Purpose (medium- and short-term goals; short-term purpose)

Goals and purposes at the various levels of programming are complementary, with each project contributing to achievement of goals at the larger country and world-wide levels. Further, this process is continually evolving with backward and forward "linkages" between the various levels. Mission goals are revised as the situation in the country evolves, and as projects and programs achieve their goals and purposes. Of course, while A.I.D.'s mission statement changes with social, economic, and political changes in the United States, the overall mission of helping low-income people remains.

This hierarchy of objectives has a parallel in non-governmental organizations and host country government operations. Most organizations have some form of mission statement, from which flow country strategies. Conversely, country strategies both shape and are adjusted by specific project purposes.

BEST COPY AVAILABLE

2.2. LINKAGES BETWEEN LEVELS OF PROGRAMMING AND GENDER ISSUES

A.I.D.'s world-wide mission statement is presented below **(NP 8-3.)**

NP 8-3

> A.I.D. WORLD-WIDE MISSION STATEMENT (EXCERPT)
>
> "A.I.D. assists developing countries to realize their full national potential through the development of open and democratic societies, and the dynamism of free markets and individual initiative. A.I.D. assists nations throughout the world to improve the quality of human life and to expand the range of individual opportunities by reducing poverty, ignorance and malnutrition."

Where does gender figure here? The mission statement does not indicate that efforts to improve the quality of life should be restricted to one sex. And research is clear that project benefits to a household do not necessarily accrue to all members in the household. Further, world-wide, one sex may represent the group requiring the most assistance: women are disproportionately represented among the poor, the uneducated or undereducated, and malnourished. And finally, not taking advantage of half the human resource base is an inefficient development strategy.

2.2.1. **A.I.D.'s world-wide goal is reflected in USAID mission country goals.** The trainer should present statistics here from the country or region hosting the workshop (e.g., number of female-headed households, per capita income, education levels, etc.) to illustrate the proportion of men and women in the categories above.

Present 1 or 2 goals from the country strategy or similar document from the same mission. Quickly review the goal statement and its connection between its goals and A.I.D.'s world-wide goals. Ask participants to identify ways that gender considerations could be important in this connection.

2.2.2. **A.I.D.'s world-wide goal is reflected in specific project and program goals.** The trainer reviews different kinds of projects to illustrate how they operationalize A.I.D. mission and world-wide goal statements. Ask for examples from participants or provide your own. Health, agriculture, and natural resource management projects that have clear people level impact would be appropriate as the first example. The second example should draw from projects that work at an intermediate level, such as loan guarantee programs. In this case, the gender issues might not be immediately obvious. Illustrative project activities include mobilization of domestic savings, easing of government credit regulations, and training for mid- and upper-level managers in credit institutions.

While the gender issues here may initially be obscure, there is indeed a connection with A.I.D.'s world-wide mission statement. Given the disproportionate numbers of women among the poor, the redesign of credit systems to increase women's access needs to be considered. Increasing the awareness of constraints to women's access to credit, and designing appropriate measures to overcome these constraints may be affected by numbers of women at management levels of the banking system.

In terms of opportunities provided by gender differences, men and women commonly have different savings patterns, with women saving (and borrowing) primarily through informal networks. Mobilizing those savings within the formal banking system to increase bank capitalization considerably strengthens the entire system.

3. **LARGE GROUP PRACTICE (15 minutes)** The trainer works through an illustration of the linkages between country goals, policies, programs, and projects with the participants. Note that some policies may be in conflict with each other. Use **NP 8-4**.

NP 8-4

ILLUSTRATION OF LINKAGES

COUNTRY GOAL: Increase food security.

SUPPORTING POLICY REFORM: Eliminate government marketing boards that buy all grain produced.

SUPPORTING PROGRAM: Stimulate private sector activity in grain marketing and production.

POSSIBLE PROJECTS: Training to strengthen financial institutions providing agricultural credit; technical assistance to local/regional/district planning units to strengthen local markets; guarantee funds to agricultural credit institutions which broaden lending to include transport network ventures.

Trainer leads discussion of how gender cuts across each of these levels of development programming. Assure them that there is no "right" answer; only considerations of how gender could cut across development programming. The trainer could bring out the following ideas to stimulate discussion, if participants are having trouble:

COUNTRY GOAL

- Is the food security issue the same for both males and females?
- What are gender-based differences in food production, purchase, storage, transport, or sale from the household to the national levels?
- Is financial responsibility for purchase and ability to buy the same for males and females?

SUPPORTING POLICY REFORM

- What has been the difference in access to marketing board resources, both in the purchase and sale of the grain?
- Who has been selling to the marketing board - groups, individuals? ▸ Who belongs to the groups?
- How do individual men and women relate to these groups? (This may differ by region, class or ethnicity, as well as by gender, too.)
- Who has benefitted, and how will elimination of the marketing board affect groups differentially?

SUPPORTING PROGRAM

- If men and women both produce and sell grains, how will the decision to implement the policy by stimulating entrepreneurial activity in marketing affect them differentially?
- How will this decision lead to increased food availability?
- Is the measure helpful to both male and female producers?

POSSIBLE PROJECTS

- Credit: if women are producers, will credit programs enable individual or groups of women to obtain funding so they can market their own crops?
- Does the A.I.D. mission statement say it will only help the male half of the population to realize individual initiative?

Ask participants what new insights they have gained from the preceding discussions and exercises on the cross-cutting nature of gender. Note that most participants have had at least some experience with either preparing or following the directives of a CDSS. Lead into the next small group exercise.

4. **SMALL GROUP EXERCISE (45 minutes)** Hand out a synopsis of a CDSS. This should include a one-paragraph (maximum) description of each of the following: one mission objective, relevant policy reforms, and programs and projects. Review these with the participants. (Depending on time, include one or more policies, projects, and programs.) Present the task appearing on **NP 8-5**.

NP 8-5

SMALL GROUP TASK

1. Review the Country Goal listed. Identify at least 3 possible gender considerations related to the achievement of that goal. The Exploratory and Conclusion-Drawing Factors are resources for this exercise.
2. Using the three gender considerations at the Goal level, identify at least one way in which those gender considerations could affect the Goal's supporting policies, programs, and projects.

TIME ALLOTTED: 45 minutes

5. **SMALL GROUP REPORTS (25 minutes)** It is not necessary to get a complete report from each group for this task. Many similarities are likely to occur. The trainer should go over the questions in the task one by one, comparing selected responses from each of the groups for similarities and differences. Again, it is important to stress that there are no correct answers in this exercise. More important is the discussion of how gender fits in the vertical linkage between specific projects through programs and policies at the national level to A.I.D.'s world-wide mission.

6. **WRAP-UP (5 minutes)** Ask participants to list any especially important learnings to have come from the session. Ask for examples. Check for achievement of session objectives, and close the session.

COMMENTS Participants have often expressed much support for this session, because it reviews for them A.I.D.'s world-wide goal, and provides an opportunity for them to "talk development." This kind of a discussion really is a luxury to many participants who often discover that they are more involved in administration than in development issues.

VARIATIONS **VARIATION 1:** Trainers can do much more with the LogFrame, if participants are so inclined. (Trainers should not, however, allow this session to become an initial training in LogFrame - that's another course altogether.)

MATERIALS Prepared NewsPrint:
    NP 8-1 Session Objectives
    NP 8-2 A.I.D. Programming Structure
    NP 8-3 A.I.D. World-Wide Mission Statement Excerpt
    NP 8-4 Illustration of Linkages
    NP 8-5 Small Group Task
Handouts:
    CDSS Case Example with country background information
Additional blank newsprint
Colored markers

SESSION 9: PLANNING FOR ACTION

TIME 1 hour, 45 minutes

OBJECTIVES By the end of this session, participants will have:

- An action plan for incorporating gender considerations into a component of their work; and
- A list of resources for implementing the action plan.

(These objectives should be listed on newsprint as **NP 9-1**.)

RATIONALE Training which does not contain a distinct application portion is an incomplete training session - it neglects to address the "so what?" of the effort which has been expended to acquire new skills, knowledge, or awareness. This session is devoted entirely to letting participants plan a strategy to incorporate gender considerations into some aspect of their work.

In previous workshops, some participants have rated this session as the most valuable and potentially useful - perhaps in part because participants get a chance to put it all together and because they finally have the time and the tools to organize their disparate ideas on what to "do about gender."

ACTIVITIES 1. **INTRODUCTION (10 minutes)** The trainer introduces the session by noting that the presentation of new material and the practice sessions have finished, and that participants are probably anxious to get on with putting the training to use. The trainer may also want to use notions from the RATIONALE section (above).

Trainer notes that each person has his or her own preferred planning models and techniques. Some use simple lists, some use electronic PERT-like programs, some use models akin to the Logical Framework and some use techniques such as Force-Field analysis to assist their decision-making. Most successful action-planning processes feature at the very least: 1) the definition of the problem, 2) the goal or objective, and 3) the actions or steps necessary to arrive at the goal. Ask participants to briefly describe some of the Action Planning systems which they use. The trainer should then present a simple Action Planning model (such as in NP 9-2, below) for participants to use, if they wish, for the exercise to follow.

NP 9-2

Objective	Action	By whom	By when	Resources

2. **INDIVIDUAL / DYAD / SMALL GROUP WORK (60 minutes)** The trainer explains the procedure and the timetable, which appears on **NP 9-3**, next page. Participants can work alone, in pairs or small groups (not too big) to develop a strategy for applying the workshop learnings. The content for individual work depends on which of the "problems" of incorporating gender considerations the participants choose to work. "Problems" of writing concept papers and preparing evaluations have been the most common ones addressed during this session. Other "problems" have been drafting a WID Action Plan; preparing Statements of Work which incorporate gender considerations and gender-disaggregated data; and WID Officers having to develop a strategy to assist their colleagues to institutionalize gender considerations.

Note that participants may do part of their work on newsprint, or may do it all on regular paper. This will depend on whether they work as a group; whether they think they will want to show their plan later in plenary session; or simply whether they work better on newsprint.

NP 9-3

ACTION PLANNING TASK

Option One

1. Discuss and list the problem or challenge facing you in incorporating gender;

2. List the goal or objectives you need to set in order to correct the problem or meet the challenge; and

3. List the action steps needed, along with who, when, and the resources needed.

Option Two

Using a planning model of your own choosing, develop an Action Plan to increase the incorporation of gender considerations in your work or in a specific task.

TIME ALLOTTED: 1 HOUR

Make sure that all participants have carbons for making one copy of their Action Plans. As the participants finish, collect the carbons and the sealed envelopes with their Action Plan copies. Participants keep one copy for their reference. After one hour, call time (those not finished should do so, or at least hand in the Action Plans before leaving). Remind them that the copies of their Action Plans will be mailed to them in six months for a status check, along with other follow-up communications. (Note: mailback of Action Plans has not followed every workshop; however, where it has occurred, verbal feedback from participants indicates this has been helpful to them in refocusing on gender issues in their work.)

3. **REPORT-OUT AND DISCUSSION (30 minutes)** The trainer should invite a few volunteers to share draft strategies with the large group, in order to get other participants' and trainers' comments and suggestions. While it would not be possible, or appropriate, to ask all participants to publicize their action plans, reports on the process of planning itself are as valuable as the specifics of the action plan. In any case, reports by willing (enthusiastic?) volunteers may provide valuable insights for the entire group and inspire prolonged discussion, in turn leading to more ideas for participants' action plans.

4. **WRAP-UP (5 minutes)** The trainer comments in general on the quality of Action Plans heard so far, encourages participants to continue to discuss the Action Plans with colleagues, and to share suggestions for information and other resources. Check for achievement of session objectives, and bridge to the final session of the workshop: the evaluation and closure.

COMMENTS Perhaps the most difficult part of this exercise is to assist the participants to identify "solvable problems," in order to maximize the probability that the Action Plan will be implemented.

The primary task of the trainers is to clarify the objectives of the session, to provide the appropriate data analysis and action planning models, and to clarify the task assignment. Trainers may certainly serve as process and technical consultants in gender considerations and the action planning process for the participants. Additional clarifications and support from trainers may also be appropriate, though it seems that this is a good opportunity for participants to count on their colleagues as both technical and process consultants.

VARIATIONS **VARIATION 1:** Often, if the workshop is Mission- or Bureau-specific, there will be a distinct task facing the participants, such as the preparation of a WID Action Plan, the preparation of a CDSS or Sector Assessments. When the objectives of the group as a whole are this clear, the design of this action-planning session becomes much more focused. Session products can be document preparation workplans, a workplan for the establishment of a workgroup, or a workplan for further workshops for counterparts, for example. In these cases, such products need to be worked out before the final design of the workshop, so that the training team can tailor all the other sessions (to the extent possible) to the creation of whatever products are required.

MATERIALS Prepared NewsPrint:
- NP 9-1 Session Objectives
- NP 9-2 Planning Model Grid
- NP 9-3 Action Planning Task

Additional blank newsprint
Colored markers
Carbon paper (or other copy facility in-room)
Envelopes: business letter size

SESSION 10: WORKSHOP SUMMARY, EVALUATION, AND CLOSURE

TIME 1 hour, 15 minutes

OBJECTIVES At the conclusion of this session, participants will be able to:

- Summarize the workshop content and process;
- Evaluate the effectiveness and utility of the workshop; and
- List ways of applying the training content.

(These objectives should appear on newsprint as NP 10-1.)

RATIONALE The close of a workshop is as important as its beginning. Participants and trainers have been together for several full days, and need a decompression - a chance to make a few last comments, finish the chapter, and close the book, as it were.

The summary is important in that it helps participants to remember all of the elements of the workshop, its objectives, and its activities. Even if there have been daily evaluations of the workshop, an overall final evaluation allows participants a bit of perspective. (A daily summary and informal oral evaluation has proved not only to be appreciated by participants, but helps participants to consolidate the day's learning better than if no summary/evaluation had been done.)

ACTIVITIES 1. **WORKSHOP SUMMARY (15 minutes)** The trainer opens this session by reviewing what will happen in the course of it, and some adaptation of the Rationale above. This should be followed by a very brief review of the Workshop Objectives (NP 1-4) and Summary Schedule (NP 1-5), using the newsprint prepared for Session One as visual aids. The trainer may also want to touch on memorable moments during the workshop, be they humorous or difficult.

2. **WORKSHOP EVALUATION (45 minutes)** This portion of the session may take less time than has been allocated here, since each day's session will have been orally evaluated at the end of the day. The trainer should emphasize the value and use of the written evaluation and encourage the participants to be as candid and specific as possible in their feedback. Note that the evaluations will be seen only by the training staff, the evaluation team (if different from the training team), and the staff of PPC/WID. Pass out evaluation forms; note how much time

participants have to complete the form; where to turn the forms in; and what will follow to close out the workshop.

3. CLOSING ACTIVITY **(15 minutes)** Trainers may want to note some of the ways participants have said that they will be applying the learnings of the training, so as to finish the workshop with APPLICATION on the minds of the participants.

Trainers should express appreciation to the participants, local hosts, local coordinators, sponsors of the workshop, and to any guest speakers or other contributors. Invite participants to express appreciations, as well. The trainers should then invite participants to make any last remarks (not just appreciations) before the workshop is officially closed.

Local authorities or the workshop hosts - most likely it is they who opened the workshop - should at this point make closing comments/remarks, though of a briefer nature than the opening remarks.

VARIATIONS

VARIATION 1: If trainers want to give people a last chance to express their opinions other than what they have said on their evaluation forms, trainers may invite them to write their comments on some large pieces of newsprint taped to the wall. (A trainer once taped large pieces of paper to all participants' backs so that they could give their comments directly to fellow participants - the "ultimate feedback...")

MATERIALS

Prepared NewsPrint:
- NP 10-1 Session Objectives
- NP 1-4 Workshop Objectives
- NP 1-5 Workshop Schedule

Workshop Evaluation Forms

PART THREE

WORKSHOP PLANNING AND PREPARATION

WORKSHOP PLANNING AND PREPARATION

A. Pre-Workshop Needs Assessment, Orientation, and Readings

Pre-workshop planning for this training model minimally would include:

1. a basic needs assessment instrument for participants;
2. communication and orientation with senior staff; and
3. readings and informational materials to participants well before the training event.

A basic needs assessment instrument, or framework for interviews, would include at least the following:

1. name, title and role(s) of the participant;
2. feelings as they anticipate the training;
3. what they want to learn in this training;
4. what concerns or problems they anticipate; and
5. any other comments or suggestions.

It is also helpful if senior staff receive an orientation to the goals, structure, and format of the training, preferably before participants have been identified or selected. This will assist in the identification of specific training needs as viewed by the organization, aid the process of selection, secure commitment and support from key staff persons, and increase the rewards for attendance and full participation. Senior staff persons will be essential in suggesting, and perhaps even in recruiting and authorizing appropriate individuals to serve as local training workshop coordinators/administrators, and also local resource persons who could provide technical expertise in the presentation and educational methodology for topics such as Gender Issues in Non-Project Assistance.

With the amount of technical material involved in this training, it is essential that participants have the opportunity to read and internalize some of this substantive material before the training sessions. Minimally, these readings will include some selected portions of the Gender Information Framework (GIF), highlights and summaries of A.I.D. policy statements and guidelines, evaluation summaries, and other relevant reports or papers focusing on gender issues in development. Active response to these pre-workshop materials from participants should also be included in the needs assessment instrument and returned to the training staff. These data will assist the staff to fine-tune the basic design to fit more closely with the expressed needs of the participants of any particular workshop, and to begin to know the participants and their specific development work contexts.

B. Local Workshop Coordinator

A local coordinator can be very important to successful workshop implementation, particularly if the training workshop is to be held in a country or location other than that of the training staff. All administrative and logistical matters affecting the workshop and participants are part of their responsibility; for example, the training site and space(s), lodging, transportation, meals, material requirements of the participants and training staff, registration and ongoing logistical and administrative support during and following the training. Make sure that all of these duties and functions are carefully and specifically negotiated very early in the workshop planning process. If the person(s) selected for this role and responsibilities is not very familiar with an experiential learning workshop and its requirements, an explicit set of instructions, given and negotiated carefully and well in advance, will be most helpful.

C. Training Staff Team

Following the institutional development strategies of A.I.D./W and PPC/WID, it is recommended that the training team include:

- one trainer for each eight to ten participants,
- a mix of gender, race, and age, if at all possible,
- a mix of individuals who are intimately familiar with the USAID development processes, with the sector and sub-sector technical specifics, and with the regional context,
- individuals who have wide experience in the participatory, problem-solving, adult education training model which undergirds this design and manual.

This kind of staff team is driven by the learning needs of participants, as well as by the assumptions and values of the educational model. Of necessity, in this kind of "hands on", experiential education, participants will often be working in small groups. It is important that one staff person be present in each of these small groups for both task and group maintenance consultative support. The desire for a mix of female and male training staff comes both from the desire to model the values espoused in the development program and project processes, and also to provide the differing styles and experiences of each. The criterion for having staff persons familiar with the A.I.D. development context deserves special attention. It is based on the premise that participants who are working on the intricacies of incorporating gender variables, in an already complicated and technical process and set of policies and procedures, will learn new behaviors and attitudes most easily when they know that the constraints under which they function are thoroughly understood and appreciated.

A Lead Trainer is important for coordination and leadership in the staff planning and administration--an integral and ongoing process. Equally important is the Materials Development Specialist who provides the materials required for specific regional and sectoral training needs.

D. On-Site Preparation

One of the most important steps in preparing for the workshop is staff team building. Since the staff may be traveling to the training site, plan on arriving two days early at a minimum. An early meeting with the local coordinator is a priority to check the training site and space, the conference materials needed, any materials which were sent ahead, and any audio-visual equipment requested--to make certain that they are available and/or working properly. It is also important to determine whether all the administrative and logistic details are clear and being managed.

The total staff will need to go through the entire workshop design session-by-session, particularly if the training is new to anyone. Specific assignments must be made for each session. Given adequate time, practice sessions of lectures and task assignments with feedback from the total staff are very valuable. If the time is more limited, focus on the early sessions and the most difficult ones. The Lead Trainer has the responsibility for managing the staff team-building process and the overall workshop implementation and evaluation.

Visuals should be prepared a day, or at least the evening before the presentations. Keep visuals simple, clear, neat, and colorful, and print in large letters so that they are clearly visible from the back of the training room. If you are using overhead projections, check their visibility from the back of the room also.

Staff responsible for each session have the responsibility to make certain that all of the handouts, newsprint and other visuals, and materials needed for their session are available in sufficient numbers.

E. Materials Required

The following general list of materials required for this training workshop should be shared with the local coordinator/administrator well in advance of the workshop dates. If they are available locally at reasonable costs, purchase there will facilitate staff travel and minimize excess baggage costs.

Newsprint (Flip Chart Paper) is needed for each session's objectives and schedule, lecture highlights, task assignments, small group work reports, etc. In the U.S., newsprint sheets measure approximately 27 x 32 inches.

Easels: If easels are not readily available at the training site, they can be constructed quite easily with local wood supplies following a simple pattern. However, if there is adequate black-board or wall space in the training site, newsprint can be taped to those surfaces. It is quite important that there be adequate wall space for posting newsprint around the room, for some sheets will be on display throughout the training workshop. Instruct the local coordinator/administrator to check the local training site's capability for this requirement carefully, for tape may harm wall finish, paint, or paper.

Felt-tipped markers: Water color markers are the most effective type markers, though these are usually unavailable or quite expensive in many countries outside the U.S. Three boxes of 12 variously colored markers should be sufficient for most workshops, and they can be purchased and carried by the staff.

Masking tape: Three rolls of 1/2 inch masking tape will suffice, and if they are not available at the training site, they can be purchased in the U.S. and transported easily by staff.

Notebooks: Participants' Workbooks are provided to organize the materials and handouts. These materials can be produced and collated in the U.S., boxed securely, and carried as excess baggage.

BEST COPY AVAILABLE

Paper punch: The paper punch must match the notebook ring spacing and is usually available locally. If most of the paper resources for the participants' manuals are produced in the U.S. and either shipped or carried with staff, remember to match paper hole punch and notebooks.

Note paper and pencils for participants should be provided. Blank pages in the notebooks are often most helpful for participants.

F. Training Workshop Site

The site for an event like this one is an important element in supporting a effective learning environment. The facility should have sufficient lodging and meal capabilities in an informal setting, with sufficient space for plenary sessions for all participants and staff, and with enough rooms for small group meetings of no more than eight persons each. It is helpful if the facility is away from the distractions of any local agency's office and the pulls of normal business demands. It is also very desirable that there be recreational opportunities at the site for participants' enjoyment during free times.

G. Set-Up of the Training Room

Before participants arrive, staff should instruct the local coordinator how to arrange the training room and the reception area in preparation for arrivals. The tables and chairs should be arranged in a fan or sunrise configuration pointing toward the space in the room for the easels or for newsprint visuals. Care should be taken to make certain each person will be able to see any visuals in the front of the room. If there are no staff of the conference facility to assist in setting this arrangement, then all training staff not engaged in other preparations should pitch in to help the coordinator.

H. Registration and Greeting of Participant Arrivals

The local coordinator/administrator and available training staff should be on hand to register arrivals and assist them to get settled-in easily. Some kind of welcoming refreshments and informal greetings from staff and other participants eases their entry into the workshop setting. A large, brightly colored sign of welcome on newsprint can set a favorable tone for the opening session.

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I. Dinner and Special Event

A working dinner during a three-day workshop provides an opportunity for continued learning in a relaxed atmosphere, while strengthening the connection between participants and the training staff. If funds and planning time permit, this event is strongly recommended. It can be organized as follows:

- pre-dinner refreshments
- dinner
- presentation
- closure

This event works best if it "belongs" to the host country Mission or to participants. To date, the presentations have typically focused on "best practices" of the presenters in addressing gender issues. Examples of presentations are:

- presentations from 2-3 Mission representatives (for regional workshops);
- audio-visual presentation by a host country organization, such as a women's cooperative, on their activities, problems, and best practices;
- panel presentation by host country NGOs;
- panel presentation by other donor agencies; and
- presentation by host country government minister.

The "work" of the evening can also be combined with a social event, such as a play by a local theatre group during the refreshments. This was very successful in one workshop and was organized by the host Mission.

The working dinner can be scheduled following the first full day of the workshop. Careful and specific preparation with the presenters well in advance of the event is essential. Identification of the guest speakers may be done collaboratively by PPC/WID, host country, or regional bureau A.I.D. staff. The program should run for about one hour following dinner.

The content of the presentation optimally would include a description of the problem or problems addressed by the project or program, the project/program concept and design, and some strengths and areas for improvement in implementation. If barriers or constraints have been reduced or removed, what strategies were employed; what was the result of the activity; and what next steps are planned?

At the end of an intense day of training and a banquet meal, it is important that the presentation be as engaging and even entertaining as possible.

Workshop Planning and Preparation

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1. Start-up and workplan design			
1.1 Design workplan			
1.1.1 List tasks to be accomplished			
1.1.2 Design time phasing of tasks			
1.1.3 Allocate responsibility for all tasks			
1.2 Start-up			
1.2.1 Confirm trainers			

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1.2.2 Prepare trainers' contracts			
1.2.3 Organize trainer orientation meeting			
1.2.3.1 Identify resource documents (A.I.D., non-A.I.D) for trainer briefing on regional, sector, mission and gender issues			
1.2.3.2 Identify PPC/WID, regional bureau personnel to provide briefings, meet trainers, provide input			
1.2.3.3 Prepare agenda, including norm setting, briefings, training design review, task assignment process, schedule, etc.			
1.2.3.4 Prepare trainers' notebooks (GIF, Trainers' Manual, basic resource documents, PPC/WID strategic documents, etc.) for distribution at Trainers' Orientation Meeting			
1.2.3.5 Mail any information needed by trainers prior to meeting			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1.2.3.6	Invite relevant PPC/WID or other A.I.D. staff for kick-off or orientation session beginning			
1.2.4	Conduct trainer orientation meeting			
1.2.5	Schedule/conduct ongoing trainer meetings to finalize workshop design, review case examples, allocate responsibilities for resource materials, etc.			
1.2.6	Schedule/conduct ongoing coordination meetings with host regional bureau office staff			
1.2.6.1	Review region- or bureau-specific key development issues and region- or sector-specific gender issues; also document processing emphasis of region or bureau, e.g., emphasis on Action plan vs. CDSS? Projects approved in field or DC?			
1.2.6.2	Identify case example documents to be used in training (see task 3.1 for details)			

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1.2.6.3 Update participant list; review number, job responsibilities; obtain backstop codes, gender, other participant information (see"participant information form" from RG).			
1.2.6.4 Identify A.I.D./W personnel attending workshop (PPC/WID Director, tech staff, bureau staff, etc., as full participants, presenters, observers, evaluators)			
1.2.6.5 Coordinate any pre-involvement mailings (see task 5 for details)			
1.2.6.6 Schedule/conduct regular briefing sessions with PPC/WID			
1.2.6.7 Consider role of host country mission or host bureau in workshop implementation, support as presenters, logistics, office space for training team, photocopying, other materials and equipment needed, etc.			
1.2.6.8 Consider certificates for workshop participants and determine who will sign for the Agency, Bureau, Mission in addition to PPC/WID Director			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1.2.7	Miscellaneous but important start-up			
1.2.7.1	Obtain mission clearance to hold training in host country			
1.2.7.2	Obtain all other mission, bureau (desk) clearances as required (i.e., for PPC/WID staff travel, for contractor travel-both preworkshop visit and workshop, supplies/ equipment customs clearances, etc.). Determine/list all clearances			
1.2.7.3	Obtain excess baggage authorization (along with airline tickets--make sure to get coupons!) for traveling staff and contract team members			
1.2.7.4	Determine best/fastest way to send materials and info to training site--e.g., DHL? Express Mail? FAX?			
1.2.7.5	Obtain all required funding citations from participating bureau/mission for shared funding as required			
1.2.7.6	Clarify all contracting and procurement steps required with PPC/WID contracts officer			

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
1.2.7.7 Determine and obtain all relevant approvals through "Action Memos" from participating bureau Assistant Administrators or other Washington staff as required			
1.2.7.8 Determine timing for working dinner			
1.2.7.9 Determine and contact technical speakers for working dinner and opening session			
1.2.7.91 Other			
1.2.7.92 Other			
1.2.7.93 Other			
2. Analyze previous WID workshop materials (evaluation, case examples, agenda, resource documents, etc.) as input to current activity			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
3.	Adapt course materials (case examples, guidelines, tools, etc.)			
3.1	Summary of materials processing			
3.1.1	Identify training tools (Gender Information Framework, guidance cables, etc.) and incorporate changes based on analysis in task 2 above			
3.1.2	Work with bureau to identify case examples for use in workshop--type e.g., ag, private sector; extent of discussion of gender issues in case example; status of project, e.g., ongoing, in design phase, completed, etc.			
3.1.3	Obtain approval from relevant bureau/mission to use selected program or project documents in the training			
3.1.4	Allocate responsibility among team for adaptations			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
3.1.5	Design schedule for adaptations			
3.1.6	Make decisions on document editing (e.g., length needed, sections to be included, etc.)			
3.1.7	Send all adaptations to PPC/WID for review			
3.1.8	Revise materials based on PPC/WID feedback			
3.1.9	Photocopy all resource materials			
3.1.91	Package and send resource materials to host mission			
4.	Prepare participants' notebooks			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
4.1	Design cover			
4.2	Determine and arrange for contents			
4.2.1	Draft workbook cover letter--from AID Administrator? from Bureau AA?			
4.2.2	Arrange for signing of workbook cover letter (autopen? direct signature?)			
4.2.3	Arrange for "camera ready" GIF, agenda, supporting documents, etc.			
4.3	Consider organization of notebooks (e.g., cover letter, introduction, materials organized by session and day)			
4.4	Decide whether workbook is assembled at training site or before shipping			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
4.5	Arrange for shipping of workbook			
5.	Pre-workshop participant involvement activities			
5.1	Prepare pre-workshop materials for packet			
5.1.1	Draft packet cover letter			
5.1.2	Design pre-workshop questionnaire to include both bio-data information from participants (see participant information form--RG) and pre-workshop evaluation			
5.1.3	Choose background reading and other items for packet (refer to Trainers' Manual for suggestions on pre-workshop mailing)			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
5.2	Consult with Mission Directors, Office Directors, other participants for needs assessment in-put--by cable, phone, pre-workshop questionnaire, etc.			
6.	Finalize training design			
6.1	Review earlier training schedules, evaluation form, etc.			
6.2	Prepare revised agenda			
6.2.1	Consider: Opening speakers, evening sessions, special interest sessions, closing activities as well as specific training sessions			
6.3	Allocate responsibility for individual sessions			
6.4	Trainers prepare session notes for each session following examples in Trainers' Manual			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
6.5	Trainers identify visual aids needed (overheads, slides, video)			
6.6	Develop workshop process check; schedule for trainer meetings during workshop			
6.7	Identify, photocopy additional resource documents to be available at resource table during workshop			
6.7.1	Prepare sign-up sheets for each resource document			
6.8	Identify equipment and supplies needed--flip chart paper, easels, markers, tape, pens, name tags, name tents, scissors, etc.			
6.9	Plan evaluation (using existing materials or with evaluation specialist)			
6.9.1	Design pre-workshop evaluation form--include in pre-workshop packet if time allows			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
6.9.2	Design post-workshop evaluation form			
6.9.3	Allocate responsibility for analysis of evaluation results and writing of evaluation executive summary and full report			
6.9.5	Design follow-up contact schedule to include initial mailing of certificates and training summary report, mail-back of individual workplans including feedback questionnaire, etc.			
7.	Implement logistical support			
7.1	Make hotel arrangements for training facilities			
7.2	Make hotel arrangements for staff/participant lodging			
7.2.1	Block rooms (determine date for cancellations without penalty)			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
7.2.2	Arrange for cable to all prospective participants giving logistics and subsistence arrangements, airport pick-up info, visa and shot requirements, etc. for training site. Include request for participant room preference, ETAs, etc.			
7.3	Make travel arrangements-staff			
7.4	Make travel arrangements-participants from airport to hotel, to field exercise sites, etc.			
7.5	Reproduce training materials			
7.6	Obtain list of equipment and training supply needs from trainers, guest speakers, etc.			
7.7	Obtain equipment and supplies, package, prepare for sending to site			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
7.8	Organize transport of supplies, documents to workshop site (cable mission to obtain appropriate assistance--size of van needed, time, etc.)			
8.	Implement training			
8.1	Conduct daily team review and planning			
8.2	Conduct daily administration, including meetings with A.I.D. staff participating			
8.3	Conduct daily evaluation with participants at close of each day or as part of daily start-up			
8.4	Obtain all required information on participants--final spellcheck on names, backstop codes, whether direct hire, foreign service national, from other organization, title, etc. (see participant information form--RG)			
9.	Prepare final report--including participant evaluation data analysis			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
9.1	Trainers submit individual reports to training team coordinator			
9.2	Analyze participant evaluations			
9.3	Prepare synthesized final report of both trainers' input and participant evaluation analysis			
9.4	Prepare executive summary report			
9.5	Submit DRAFT report and an executive summary suitable for sending to participants, to PCC/WID for review and comment			
9.6	Receive PPC/WID comments			

	TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
9.7	Submit final report to PPC/WID			
9.8	Submit 2 master sets of all materials produced (final report, participant workbook, handouts used, preinvolvement packet, etc.), one each for PPC/WID contracts officer and training coordinator.			
9.9	Provide copies of participant workbooks as required in contract (number of copies usually specified is 10)			
10.	Prepare and implement follow-on activities			
10.1	Prepare for mailing of initial certificate packet			
10.1.1	Get certificates calligraphied			

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
10.1.2 Get certificate signed (autopen, direct signatures as appropriate)			
10.1.3 Arrange cover letter to all participants			
10.1.4 Prepare certificate packet to include cover letter, signed certificate, executive summary report			
10.1.5 Arrange for delivery of certificate packet			
10.2 Arrange for mailback packet to participants 6 months after training event			
10.2.1 Determine packet content (include individual workplans and participant feedback questionnaire)			

TASK DESCRIPTION	PERSON RESPONSIBLE	COMMENTS	DATE DUE
10.2.2 Obtain appropriate cover letter for mailback packet			
10.2.3 Arrange delivery of 6-month mailback packet			
10.3 Other			
10.4 Other			
10.5 Other			
10.6 Other			

PRE-WORKSHOP PACKAGE

(Sample Letter)

Dear Participant:

I am pleased that you will be participating in the Western Africa Regional Training Workshop, Gender Considerations in Development, in Abidjan, Côte d'Ivoire, September, 19__. We look forward to meeting each of you and to effective and creative work together during the four days of this event.

We have put together this mailing to assist in preparation for the workshop. It includes:

-- Summary Schedule and Agenda
-- Workshop Goal, Objectives and Desired Outcomes
-- Executive Summary of the Gender Information Framework (excerpts)
-- Integrating WID or Restructuring Development - Executive Summary
-- What WID Is/Is Not

We are requesting that you bring with you to the training workshop materials related to a project or program on which you may be working and in which an analysis of gender variables presents some problems. These materials will be used in the training sessions on Individual Application and Planning for Action in consultation with peers and other workshop resource persons.

We also request you bring concrete examples from your Mission's portfolio of "best efforts," "success stories," or effective strategies (whole projects or parts of projects/programs) for incorporating consideration of gender issues. These will serve as models of best practices and will benefit both fellow participants and staff.

We will be staying at the Hotel Ivoire, an Inter-Continental Hotel, Abidjan. Single rooms are available at approximately $80 per night; double rooms are available at approximately $89 per night. Please telephone or FAX your room preference. We are planning transportation from the airport to the hotel; however, we will need to know your estimated time of arrival as soon as possible.

Workshop sessions will be held at the hotel. These sessions will be informal, so bring comfortable clothes. We will also have one evening session over dinner on Thursday and closing refreshments on Saturday. The temperature range will be approximately 70 degrees F in the evening to 80 degrees F during the day.

Your attendance is expected at every session, for they build on one another in both workshop content and process. We will work hard together during this very limited time, but we plan to pace the training sessions so that we will not feel rushed and can have some fun while working and learning together.

Daily Workshop Schedule

8:30 A	Session
10:30 A	Break
10:45 A	Session
12:30 P	Break for Lunch
2:00 P	Session
3:15 P	Break
3:30 P	Session
5:00 P	Break for Dinner

Sample Letter

With the increased emphasis being placed on WID issues and concerns by A.I.D. and with the WID legislation passed by Congress, this workshop takes on added importance. It is designed to help all of us reach a similar degree of awareness, knowledge, motivation, and skills for incorporating gender considerations into our total development activities. It is a small but important aspect of developing a logical, proactive strategy on Women in Development. And we trust that it will be an important contribution to the ongoing efforts you, your Missions, your Bureau and A.I.D. are making to assure program and project effectiveness.

Sincerely,

Logistics Coordinator

Enclosures

GENDER CONSIDERATIONS IN DEVELOPMENT

Western Africa Regional Training Workshop
Abidjan, Côte d'Ivoire
September 14-16, 1989

PRELIMINARY SUMMARY SCHEDULE

Thursday, September 14		DAY 1
8:30A	SESSION 1	WORKSHOP ORIENTATION
11:00A	SESSION 2	EXPLORING THE ISSUES
12:30P		LUNCH
2:00P	SESSION 3	CONSIDERING GENDER IN THE DEVELOPMENT PROCESS
5:00P		SUMMARY AND BREAK FOR THE DAY
6:30P		EVENING SESSION
Friday, September 15		DAY 2
8:30A	SESSION 4	INFORMATION RESOURCES AND HOW TO TAKE ADVANTAGE OF THEM
10:00A	SESSION 5	STRATEGIES TO OVERCOME BARRIERS TO WOMEN'S PARTICIPATION IN DEVELOPMENT ACTIVITIES
11:30A	SESSION 6	MANAGING THE PROCESS
12:30P		LUNCH
2:00P	SESSION 7	INDIVIDUAL APPLICATION
5:00P		SUMMARY AND BREAK FOR THE DAY
Saturday, September 16		DAY 3
8:30A	SESSION 8	GENDER IMPLICATIONS IN THE POLICY ENVIRONMENT
11:30A	SESSION 9	PLANNING FOR ACTION
12:30P		LUNCH
2:00P		PLANNING FOR ACTION (CONTINUED)
3:00P	SESSION 10	WORKSHOP SUMMARY AND EVALUATION
4:30P		CLOSING ACTIVITIES

GENDER CONSIDERATIONS IN DEVELOPMENT

Western Africa Regional Training Workshop
Abidjan, Côte d'Ivoire
September 14-16, 1989

WORKSHOP GOAL

To increase awareness of, knowledge about, and motivation and skills for incorporating gender considerations into every stage of the USAID development process.

WORKSHOP OBJECTIVES

By the end of the workshop, participants will:

1) have used the Gender Information Framework (GIF) for incorporating gender in the project development process in the agricultural and private sectors;
2) have analyzed a development program, project or activity for which they are responsible in terms of gender considerations;
3) have developed a specific individual work plan for incorporating gender considerations into a development program, project or activity for which they are responsible; and
4) have examined some of the gender implications of the policy environment.

DESIRED OUTCOMES

At the end of the workshop, participants will:

1) be able to relate the six factors in the Gender Variable Guide to specific programs/projects;
2) be able to use the GIF as a resource document to incorporate gender considerations into development programs/projects;
3) be able to identify and use information resources available within the host country and elsewhere for effective design decisions incorporating gender;
4) be aware of and able to apply strategies incorporating gender considerations for programs or projects; and
5) be aware of types of linkages between gender considerations at the project and country programming levels.

THE GENDER INFORMATION FRAMEWORK

Guidelines for Incorporating Gender Considerations into A.I.D. Development Activities

EXECUTIVE SUMMARY

June, 1991

Prepared for:
Office of Women in Development
Bureau for Program and Policy Coordination
U.S. Agency for International Development

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The MayaTech Corporation

GENDER INFORMATION FRAMEWORK

I. INTRODUCTION

The **Gender Information Framework** (GIF) is a set of guidelines for incorporating gender considerations into the development programming cycle of the Agency for International Development (A.I.D.). Commissioned by A.I.D.'s Office of Women in Development (PPC/WID), the GIF is a step-by-step process for addressing gender issues in both project/program design and document review activities. It also provides information on other analytic tools and resources for considering gender in development.

A.I.D. evaluation findings provide strong evidence that **gender is an important variable in the development process;** that is, projects matching resources to the roles and responsibilities of men and women are more effective than are projects that do not. Therefore, to ensure more positive project and program outcomes, planners need to identify key differences in male/female roles and responsibilities, analyze the implications of these differences for programming, and incorporate that information into development activities.

The GIF provides a three-step framework for this process. Its core elements are:

- Gender Analysis Map: As its name implies, the "map" guides the user through a process, suggesting where to look. In **Step One** it helps the user to identify important gender factors in the baseline situation: the differences in men's and women's roles and responsibilities. In **Step Two,** it helps the user to take a look at the gender-specific constraints and opportunities identified in the baseline situation. These first two steps described in the Gender Analysis Map are not specific to A.I.D. and may be applicable to other development organizations.

- Gender Considerations Guide: Findings gleaned from the gender analysis undertaken in Steps One and Two can be incorporated into programs and projects with guidance found in **Step Three, Gender Considerations Guide.** The "Gender Considerations" sections have been designed primarily for A.I.D. use, presenting guidelines for key A.I.D. documents including the Country Development Strategy Statement (CDSS), Action Plan (AP), Project Identification Document (PID), and Project Paper (PP). Even though these documents are specific to A.I.D., they parallel documents used in the overall programming cycles of other development agencies, thus making the GIF adaptable for wider application.

The GIF also includes a **Summary of Guidelines for Documents Review,** which briefly summarizes how and where to include gender considerations in A.I.D.'s documentation processing, including planning, administrative, and evaluation documents.

This Executive Summary is drawn from a larger work, "The Gender Information Framework: Gender Considerations in Development," which is available in its entirety on request from the Office of Women in Development.

II. GENDER ANALYSIS MAP: DETAILED DESCRIPTION

A. OVERVIEW OF COMPONENTS

The Gender Analysis Map (GAM) provides a tool for initial assessment of important gender differences that can affect peoples' ability to participate in and benefit from a development activity. The two-step analytical process is described below.

Step One involves information-gathering on four key socio-economic factors -- allocation of labor, income, expenditure patterns, and access to/control of resources -- in order to identify male/female roles and responsibilities. These are called **Exploratory Factors**.

In **Step Two**, the **Gender Analysis Map** guides the analysis of identified gender roles and responsibilities to infer differences in men's and women's constraints to participating in, contributing to, and/or obtaining benefits from development programs and projects. Conclusions are also drawn about opportunities for increasing project effectiveness by recognizing and building on differences in gender roles, responsibilities, skills, and knowledge.

This process has been designed to indicate where development practitioners must first look to see how gender could affect the success of a project or program. Of course, not all factors in this framework will be equally important for all kinds of projects. Neither will the Gender Analysis Map always yield complete information; however, it will very often provide clues that suggest where further information is needed.

B. STEPS IN GENDER ANALYSIS

In the step-by-step analytical process that follows, the four key socio-economic factors noted above are examined in more detail, and key issues and specific questions to address for each Exploratory Factor are listed. Examples of kinds of programs and projects where each factor is likely to be important are also indicated.

STEP ONE

Use the four EXPLORATORY FACTORS below to identify where gender could intervene in social and economic production systems to be affected by development activities.

FACTOR: ALLOCATION OF LABOR: Important for agriculture, natural resource management, education, health-related projects. Must look at both household tasks and tasks contributing to family income production.

- Who is responsible for which aspects of household maintenance (fuel/water provision, building maintenance, family health, child care, food preparation, etc.)?
- What is time allocation by gender and age? How do time and labor allocations vary with economic class or position in the household?

- What activities of male and female household members contribute to agriculture production and livestock production? (Analyze by crop and/or by livestock animal.) How do these activities vary by season?

- For enterprise development activities, is family labor included in enterprise accounts? How do family members contribute labor? Who is responsible for bookkeeping, for cleaning and repairs, for product finishing and packaging, for product sales?

FACTOR: INCOME: Important for enterprise development, agriculture, health; projects counting on user fees.

- What is male/female labor force participation by sector, both formal and informal?

- What are primary sources of income for men and women in rural and/or urban households (wage labor, small-scale enterprise)? How much income does each of these activities provide? How, and where do men and women market goods and services? What is the source of their raw materials?

- For farm-related income, how much is generated by men/women from crops, livestock, crop/livestock by-products (e.g., milk, manure) and crop biomass (stalks, husks)? What percentage of family income does self-provisioning represent?

- How do incomes vary by season?

- To what extent are technical assistance, credit, purchased raw materials, and other "inputs" currently used by male/female family members to increase productivity?

FACTOR: EXPENDITURE PATTERNS: Important for projects that directly or indirectly change allocation of labor and access to resources, such as agricultural projects, contract growing schemes, natural resource management projects, or projects that will change fee structure for services.

- Who is responsible for which elements of family expenses and provisioning (e.g., staple foods, vegetables, school fees, ceremonies, medical expenses, clothing)?

- How could changes to family member incomes affect ability to meet family financial obligations?

FACTOR: RESOURCES: Access to and control over all types of resources assumed to be important to the success of the project (important for all projects).

- For the unit of analysis, what resources (e.g., credit, labor, time, land, training) are required for activities affected by the project?

- How is access to and control of these resources different for men and women? How does that affect ability to increase economic productivity or improve family well-being?

OTHER FACTORS

- What other factors, outside labor, income, expenditure patterns and resources, are basic to analysis of YOUR situation?
- Decide what questions should be answered in order to help determine whether there are or may be gender-related differences to each of these other factors.

STEP TWO

Use the CONCLUSION-DRAWING FACTORS below to arrive at significant gender differences which need to be taken into account in planning or adapting the project under consideration.

FACTOR: CONSTRAINTS

- For the unit of analysis and the project/program under consideration, what are the key differences between men's and women's constraints (e.g., labor, time, access to credit, education, training, other)?
- How do these affect ability to contribute to or benefit from a program? What are the implications for incentive to participate?

FACTOR: OPPORTUNITIES

- For the unit of analysis and the project/program under consideration, what are the opportunities for increasing project effectiveness by recognizing and building on gender-based roles, responsibilities, skills, and knowledge?

III. GENDER CONSIDERATIONS GUIDE

A. OVERVIEW

Step Three in the GIF process provides guidance on where to incorporate information about significant gender differences into four A.I.D. documents: the Country Development Strategy Statement (CDSS), the Action Plan (AP), the Project Identification Document (PID), and the Project Paper (PP). To the extent possible, the guidelines for incorporating gender considerations into each document follow the format for document preparation presented in the relevant A.I.D. handbooks and guidance cables.

Key comments and questions are provided and indicate additional detail needed. These questions are meant to stimulate thinking about what needs to be considered in a particular situation. The user should select from the questions presented those that are most relevant to the specific development setting.

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GENDER CONSIDERATIONS: COUNTRY DEVELOPMENT STRATEGY STATEMENT (CDSS)

I. COUNTRY DEVELOPMENT PERFORMANCE AND STRATEGY

A. Basic Characteristics of the Economy

A.1 Identify significant gender differences in participation in the economy, including rates of participation, location, and skills in the rural and urban labor force, in both formal and informal sector employment; also income distribution by gender within these characteristics.

B. Record of Development Performance

B.1 Disaggregate by gender changes within the past five years in poverty, employment, and access to resources contributing to increased productivity (e.g., labor force mobility, land, credit, training, technical assistance, etc.).

B.2 Examine male/female differences in participation in private, political, and social institutions.

B.3 Examine differential effects of the development of democratic political and economic institutions on male/female participation in and contribution to national economies.

B.4 Describe gender differences in key areas of social well-being, including health, nutrition, education (e.g., education: enrollment and completion rates at all levels, adult literacy rates; or family planning: male and female acceptors, gender differences in knowledge, attitudes, practices).

B.5 Examine relative dependence of the sexes on various elements of public spending and employment.

B.6 Examine the impact of differences in access to education and other resources on male/female ability to respond to economic adjustment policies. Consider the implications for national development strategies.

B.7 Describe male and female internal and external rates of migration, corresponding poverty indices, nutrition, etc.

B.8 Consider how gender-differentiated roles and responsibilities contribute to current trends in deforestation, desertification, and other aspects of environmental deterioration.

C. Summary of Macroeconomic Analysis

C.1 Consider constraints to/opportunities for increasing productivity resulting from gender differences in skills and knowledge in agriculture and enterprise development activities.

D. Summary of Sector and Key Subsector Assessments

D.1 Disaggregate statistical data by sex where available.

D.2 In sectors where men and women are both economically active, discuss gender-related constraints to and opportunities for progress in that economic activity.

E. Institutional and Human Resource Base for Development

E.1 Describe key gender differences in the socio-cultural and institutional context for development; for example, how do social systems and cultural patterns, migration, urbanization, public and private institutional systems differentially affect men's and women's contribution to social and economic development?

F. Host Country Development Strategy and Policy Orientation

F.1 Describe government policies toward full participation of women in economic development, particularly in those sectors in which A.I.D. is interested (e.g., legal and/or regulatory barriers to obtaining credit; subsidies for sectors in which males/females predominate).

II. OPPORTUNITIES AND CONSTRAINTS

A. Key Economic Opportunities for the Country

A.1 Consider how untapped or underutilized economic productive capacities among women and men might be utilized for progress.

B. Key Constraints to Development

B.1 Consider how constitutional, civil, and customary laws affect men's and women's ability to respond to development opportunities.

B.2 Examine what categories of people have access to public goods, such as those directed toward infrastructure, education, preventive health, nutrition, the environment, science and technology, and natural resources. How do gender differences in access inhibit growth and development?

III. POLITICAL ECONOMY OF REFORMS AND INSTITUTIONAL CHANGE

A. Supporting Coalition for Current Policies

A.1 Consider the long-term vs. short-term gains and losses resulting from current policies that constrain women.

B. Needed Policy Reforms

B.1 Consider if and how anticipated benefits from proposed policy reforms would:

- have a differential impact by gender
- reach low-income female-headed households

B.2 If analysis of constraints to development indicates government policies impede contribution of women to national economic development, what policies would be most appropriate for dialogue with host country government?

C. Institutional Changes and the Sustainability of Reformed Policies

C.1 Consider what institutional changes are needed to sustain host country commitment to continuing considerations of gender issues related to economic and civil freedoms in their development policies.

IV. DONOR PROGRAMS, DONOR COORDINATION, AND OFFICIAL DEVELOPMENT ASSISTANCE LEVELS

Consider how a donor WID Committee might strengthen the effort to more fully incorporate gender issues into the host country's development planning activities.

V. U.S. DEVELOPMENT ASSISTANCE STRATEGY

A. Where women are economically active in a sector, consider how Mission strategy assists women directly and indirectly to increase their productivity in that sector?

B. Examine how gender differences in ability to respond to democratic pluralism, policy reform, and/or structural adjustment initiatives have been taken into account in the design of the Mission strategy.

C. Consider what proportion of projects assist women's productive activities compared to those that provide health or other services? How does this compare with assistance to men in these areas?

D. What steps are included in the Mission strategy to institutionalize consideration of gender issues in Mission programming? What benchmarks have been established and what indicators of success?

E. Where data have not been available to adequately define gender issues in sector assessments and the mission strategy, indicate what steps will be taken within the strategy under development to obtain needed data.

F. Consider if both women and men participated in the dialogue that leads to problem identification, selection, program and project design, and evaluation.

G. Disaggregate objectives, benchmarks, and indicators of goal achievement by gender where appropriate and feasible.

GENDER CONSIDERATIONS: ACTION PLAN

I. REVIEW OF PROGRESS TOWARD ACHIEVING A.I.D. STRATEGY OBJECTIVES

A. Disaggregate data by sex wherever possible in program impact assessment.

A.1 In sectors of A.I.D. activity, for males and females in both urban and rural areas, describe changes in: labor force participation rates; also primary sources of income, including family enterprises, farm enterprises and wage labor in the formal and informal sectors.

A.2 Consider trends in male/female division of labor for major agricultural activities (e.g., production responsibilities by crop or animal, marketing, post-harvest activities).

A.3 Identify percentage of female-headed households.

A.4 Identify available data and additional data needed.

B. Incorporate gender considerations into background information and review of current projects/programs.

B.1 Consider how constraints to participation in economic development differ for men and women, with emphasis on sectors of A.I.D. activity.

B.2 Examine if and how gender-based roles and responsibilities pose different constraints to men's and women's ability to participate in and contribute to A.I.D. programs.

B.3 Examine differential impacts, if any, of Mission programs on men and women.

B.4 Consider how opportunities presented by gender-based differences in skills and knowledge have been incorporated into design of program strategies.

B.5 Consider which projects/programs assist women directly to increase earnings and/or food production and which assist indirectly. Compare the proportion of projects that assist women's economic activities to those that provide health or other social services.

B.6 Assess availability of sex-disaggregated data; also, extent to which data available enable monitoring and adaptation of current mainstream projects to take into account important gender-based differences.

II. IMPLICATIONS FOR FUTURE PROGRAM ACTION

Describe modifications planned for existing programs to address gender considerations, as appropriate.

III. STRATEGIES, OBJECTIVES, TARGETS, AND BENCHMARKS

A. Describe how gender-based roles and responsibilities affect long-term Mission sector development strategies.

B. Disaggregate by gender short-term targets to meet objectives, as well as benchmarks on progress toward meeting objectives.

IV. MISSION MANAGEMENT AND MONITORING

A. Describe current progress and future steps to enhance Mission capability to incorporate gender considerations into programming, including:

- benchmarks for measuring institutionalization of gender considerations into the programming process,
- strategy for collection of data needed for monitoring and adaptation of current and planned projects.

GENDER CONSIDERATIONS: PROJECT IDENTIFICATION DOCUMENT (PID)

I. PROJECT DESCRIPTION

A. **Problem Statement:** Consider how gender affects the social and economic aspects of the problem to be addressed.

- How do men and women participate in activities the project will affect?
- How do gender-based patterns related to division of labor, income, expenditure, or other key factors affect the problem?
- How do gender-based constraints to access to or control of resources affect the situation?
- How do both men and women participate in defining the problem?

B. **Statement of Expected Project Achievements:** Consider to what extent the participation of both men and women will affect achievement of project goal and purposes.

- Does the project design enable and encourage participation of and benefits to both men and women?

II. OUTLINE OF THE PROJECT AND HOW IT WILL WORK

A. Project Elements

A.1 Identify project strategies that target project/program resources according to men's and women's patterns of income, expenditures, allocation of labor, and resource control.

- •• How will constraints to participation and/or benefits from the project be different for males and females?
- •• How can the project use the unique skills of men and women, based on gender-based roles and responsibilities, to solve the problem?

A.2 Identify technical issues in the project design that may need special attention to gender issues.

- •• Whose (male/female) income, labor, ability to meet financial responsibilities will the technical assistance or project technology affect?
- •• Will the project's technical resources be targeted appropriately, given gender-based roles and responsibilities?

    - How does the project design take into account gender-specific constraints in access to resources?

    - Have host country men and women both participated in designing strategies to address project constraints?

A.3 Review proposed project components for consistency with the social and economic organization of activities the project will affect, as well as constraints and opportunities entailed in that organization.

A.4 Include strategies to obtain sex-disaggregated data and feedback from both men and women in project monitoring and evaluation systems where their activities will be affected by the project or program.

III. FACTORS AFFECTING PROJECT SELECTION AND FURTHER CONSIDERATION

A. Social Considerations

A.1 Include known information about key gender variables in analysis of factors affecting project activities

- What information is available and what is needed on gender differences in key socio-cultural factors including:

    - Labor force participation overall; labor force mobility between sectors; intra-household division and seasonality of labor as appropriate to the project.

    - Major sources of income for males/females; intra-household incomes and expenditures and their control; seasonal variations in income and expenditures.

    - Access to and control of resources in the legal, socio-cultural, and economic environment affecting the project.

    - Asymmetric rights and obligations within the household governing allocation of labor and decision-making authority.

A.2 Consider who benefits from the project, and how they benefit

- Are beneficiaries appropriate, given the social organization of activities the project will affect?

- Will project benefits and their distribution provide sufficient incentive to encourage participation?

A.3 Identify gender considerations related to ability to participate in project.

- What are prerequisites to participation (e.g., literacy, collateral, mobility, land), and how do these affect men's and women's ability to participate and benefit?

- How do differences in access to education, credit, etc., affect ability to participate and/or contribute?

A.4 Assess differential impact of project by gender.

- Will the project have differential short- or long-term impact on women and men?

- How might this affect project sustainability?

B. **Economic Considerations**: Examine how the proposed approach will affect men's and women's economic roles and improve family well-being.

- Are economic benefits consistent with income and expenditure patterns of women and men?

- How will project interventions affect these patterns?

- What additional information is needed to fully consider these questions?

C. **Technical Considerations:** Assess the technical expertise and experience of proposed implementing agencies (host country and U.S.) in reaching women; consider developing such capacity as part of project, if needed.

- What is the experience of implementing agencies in reaching women and men in their separate and joint economic roles?

- What linkages exist to ensure feedback from both men and women to project implementers, including advisors, extensionists, researchers, and others?

D. **Budget Considerations:** Examine budget estimates for consistency with issues discussed in social, economic, and technical considerations.

- Where gender is a factor in activities to be affected by the project, does the budget include funds necessary for appropriate staffing; outreach to both men and women; and collection of sex-disaggregated data for project refinement, monitoring, and evaluation?

E. **Design Strategy**

E.1 Summarize need for sex-disaggregated data for Project Paper (PP) or pre-PP study; indicate how such data will be collected and analyzed.

E.2 Recommend PP team composition necessary to ensure that gender issues are effectively addressed.

E.3 Include considerations of gender issues in PP team members' Scopes of Work.

E.4 Recommend inclusion of gender criteria in PP discussion of Request for Proposals.

GENDER CONSIDERATIONS: PROJECT PAPER (PP)

I. PROJECT RATIONALE AND DESCRIPTION

A. **Problem:** Consider how gender affects the problem to be addressed.

- How do men and women participate in the activities the project will affect, directly or indirectly? How is the problem different for men and women? Have both men and women participated in defining the problem and identifying solutions?

B. **Project Elements**

B.1 Develop strategies to incorporate women and men in project, as indicated from technical, financial, economic, social soundness, and administrative analyses.

- Where women play a major role in project-related activities, how do proposed strategies utilize and expand women's economic productivity?
- What strategies address the constraints to participation that result from gender differences in roles and responsibilities? For example, are gender differences in mobility, education, access to resources taken into account? Will outreach strategies, timing and location, scope and scale of project elements (e.g., size of loans, kind of training, type of equipment) enable the participation of both men and women?

B.2 How could policy dialogue on gender issues important to this project's/program's implementation be effected?

B.3 Assess the consistency between project elements, goal and purpose, inputs and outputs, and analyses.

- Are gender issues incorporated throughout, and are they consistent with gender-based roles and responsibilities in the baseline situation?

B.4 Indicate strategies to collect sex-disaggregated baseline data where data are unavailable.

C. **Cost Estimates:** Include in cost estimates funds needed for collection of sex-disaggregated data for project refinement, monitoring and evaluation; also funds to enable the participation of both men and women (e.g., for training, materials development, project personnel).

D. **Implementation Plan**

D.1 Identify male and female training participants; consider gender differences in the design of eligibility criteria for training and recruitment strategies.

D.2 Include appropriate project/program personnel to enable matching project activities with gender-based roles and responsibilities.

II. SUMMARIES OF ANALYSES

A. **Technical Assessment:** Include gender as a variable in technology needs assessment, analysis of cultural suitability, and potential impacts.

A.1 Needs Assessment: What provisions are made for local men's and women's participation in selecting technical approach and technologies?

A.2 Access: Does the project approach (technology, information, credit, etc.) take into account gender and class differences in access to cash, land, labor, or other resources that might affect access?

A.3 Suitability: Where women play a major role in project-related activities, how will the project determine whether proposed technical innovations or assistance is appropriate and acceptable to them?

A.4 Impact: Given allocation of tasks by gender:

- Will the technical approach or package increase labor differentially for men and women?
- Will it affect relative access to resources of men and women?
- How will changes from the technology affect both men's and women's domestic responsibilities and their ability to provide income or food for their families?

B. **Financial Analysis:** Review intra-household differences in incomes and expenditures.

- Are there gender-based constraints to ability to pay for project services and inputs or otherwise participate in project? If yes, what are the implications for overall impact and achievement of goals?
- How can the project/program build on existing revenue-generating, expenditure, and savings patterns to promote increased financial well-being among both men and women?

- How will the project affect incomes of both male and female family members?

C. **Economic Analysis:** Specify costs and benefits for males and females in terms of opportunity costs of labor, access to productive resources, status, and ability to meet family expenses.

D. **Social Soundness Analysis**

D.1 **Examine men's and women's roles in activities** the project will affect, and assess whether project inputs are appropriate according to the social and economic organization of activities.

- What is the division of labor/time/decision-making authority in project-related activities? How will the project affect/be affected by gender differences in these areas?
- What opportunities for increasing productivity and/or socio-economic well-being are offered by male/female roles and responsibilities?

D.2 **Examine prerequisites for participation** in project and how gender-based constraints will affect ability of household members to participate.

- What are the formal/informal prerequisites to participation (e.g., literacy, collateral, labor mobility)?
- How does gender affect access to and control of resources (land, labor, capital, decision-making) affecting project participation?

D.3 **Examine the distribution of benefits** to women and men and how benefits affect incentives to participate.

- Which household members benefit and how? Who decides benefit allocation?
- Do benefits to individual household members provide sufficient incentive to participate? Do they offset any additional work that might be required?

D.4 **Assess impact**, short- and long-term, direct and indirect on key gender differences in roles and responsibilities.

- How will the project affect patterns of employment, consumption, resource allocation, and status?
- What are the implications of these changes for project sustainability and long-term development goals?

E. **Administrative Analysis**

E.1 Describe the implementing institution's ability and experience in reaching both men and women; examine implications for project strategies.

E.2 Indicate what steps might be necessary, if any, to improve implementing agency's ability to provide technical assistance to women.

E.3 Consider additional or alternative institutions for project administration, if appropriate, to ensure both men and women have access to project resources.

EXECUTIVE SUMMARY*
of
INTEGRATING WID OR RESTRUCTURING DEVELOPMENT?

by

Mary B. Anderson & Marty A. Chen

This is an edited summary of a paper prepared for the Association for Women in Development Conference, April 1988, Washington, D.C., by Mary B. Anderson and Marty A. Chen. The summary is intended for introductory reading by participants in the Gender Considerations in Development, USAID/Latin America and Caribbean Regional Workshop in Antigua, Guatemala, November 1988.

The authors of this evocative paper examine the institutional responses to WID over the past ten to fifteen years, and extract from this experience the relevant lessons for the institutional or structural arrangements for foreign assistance in general. While questioning the assumptions in such an assignment, they approach this task with thoughtfulness and creativity.

In their summary section, A Paradigm Shift?, they underline their convictions about the primary learnings from the WID experience.

> "In some sense, the questions we have been addressing are the wrong ones. To examine the lessons learned from the WID experience and their implications for the structuring of foreign assistance is a subset of a far more important issue.
>
> "The real lesson from the WID experience goes to the heart of the development paradigm. What WID has done is to identify an additional variable without which the development equation is intrinsically flawed. When gender is not considered in development planning, the development equation is underdetermined. The explanatory and predictive power of development program design is substantially improved by the inclusion of the gender variable.
>
> "As an analogue let us look at what happens in the physical sciences when a new element of matter is discovered. If the element is important, its discovery causes a revision in all previously used explanatory systems. The shift from Newtonian physics to quantum mechanics occurred because the power of the quantum explanation was so much greater than that of the Newtonian approach. When the Darwinian theory of evolution emerged, it too replaced the previously held theories of the formation of new species. Again, the explanatory power was significantly greater than that of the other theories."

The authors of this paper continue this analogy, tracing the response of the academic professions to these new discoveries in the physical and biological sciences. Challenging deeply held values and norms, the new theories seemed to be a violation of previous work and belief structures. The result was both passive and active resistance among scientific professionals and institutions. Yet it is patently clear that these new discoveries have claimed the field in our scientific world, despite this resistance.

> "In WID, we have been too modest. We have taken the integration of women into development as a goal, and we have undertaken women-focused programming (whether separate or integrated). We, along with the resisters to WID have been content to focus on women almost as an afterthought to development. We began to focus on WID when the evidence was clear that women were 'being left out of' or 'being disadvantaged by' development. We wanted to correct a bad situation. In the course of further research and analysis, it has become clear that women's roles are essential and important in production. It has also become clear that a gender division of labor exists in all societies and that it is necessary to factor the gender variables into our analysis (collect gender disaggregated data) in order to plan and execute development projects with a higher power of predictability and effectiveness.
>
> "But we have not demonstrated this necessity convincingly enough. The power of the gender variable is not yet widely accepted.
>
> "Many of us are, ourselves, convinced, however, that without explicit inclusion of the gender variable, all development efforts are weakened. If we are right, the essential lesson from WID for the structuring of foreign assistance is, simply, that all institutions and agencies of foreign aid (and in Africa, Asia and Latin America, of national development) must restructure themselves, retrain their staffs, and redesign their programs to ensure that every procedure and instrument and program and project of assistance incorporates the gender variable."

In this paper, the authors set out a typology for classifying both the institutional arrangements and programmatic approaches that WID called forth, and find that their ability to predict the effectiveness of WID programming remains elusive. "Institutions" ("organizations" and "agencies") refer to the broad spectrum of foreign assistance bodies, ranging from UN agencies, to multi- and bi-lateral donors, to NGOs and PVOs, to foundations and consortia.

The two basic institutional models are: 1) "a special designated WID office, which has the responsibility for raising the issues of WID for the institution as a whole and carrying out WID programming"; and 2) "the integration, mainlining, or mainstreaming of WID into existing institutional program areas and sectoral activities."

The programming approaches described follow the same pattern with similar rationales: either 1) "targeting" or, 2) "integration" strategies. The "target" approach is justified as necessary to overcome past exclusions of women from the benefits of development activities. The "integration" approach insists that every development activity take account of the inclusion of and impacts on women in its design, implementation and evaluation; since every program or project activity affects all segments of an economy and society and that development efforts should, therefore, take account of these effects on women.

The primary lesson learned from the WID experience, both about institutional structuring of foreign assistance and about programmatic approaches, is that "it is impossible to predict whether or not effective programming will occur based solely on which institutional model is adopted by an agency, and it is impossible to predict how well a project will include women solely on the basis of whether the programmatic approach "targets" or "integrates" women.

They examine the conditions under which various WID approaches are effective or not effective, both in terms of establishing a strong presence within the agencies and also in terms of carrying out programs, projects and activities that incorporate gender issues and WID concerns. Factors that are critical for effectiveness include: sufficient authority (sometimes achieved through bureaucratic insiders); sufficient resources; an active supportive constituency; and methods for circumventing antagonisms and sabotage efforts, for permeating commitment throughout an agency from policy to implementation, for monitoring and applying sanctions and rewards, and for assuring "congruence with political, ideological, and professional agendas." They conclude that it is not the institutional machinery that makes the difference. What is important, they say, in whether WID (or any other development initiative) is taken seriously is the institutional strategy that its proponents adopt.

In this paper, the authors assume three types of institutions: government, professional intermediary institutions, and private voluntary organizations. Each has characteristic strengths. PVOS are strong as advocacy and promotional agencies, and have organizing skills but fewer technical and managerial skills. Professional institutions are strong in research, conceptualization and analysis and can provide certain technical and managerial skills. Government level institutions have access to financial resources and specialized expertise which gives advantages in terms of scale and coverage and infrastructural development.

Institutional Responses by Stages of WID Programming

Stages/Institutions	Popularizing	Targeting	Mainstreaming
Non-Government	Advocacy of women as beneficiaries; welfare projects	Advocacy of women as workers; economic projects	Advocacy of women's roles in the economy; sectoral projects
Professional	Research on women	Technical assistance to WID projects; management assistance to WID projects	Analysis of women's roles in economy; integration of gender perspective in analysis
Government	Establishment	Recognition of women in gov't plans; economic projects	Integration of women in sectoral programs; integration of women in gov't plans

The matrix above indicates that a development programmer who wants to design effective programs must take into account the kind of an institution she/he works with and the type of programming she/he wants to do, matching the two in a strategy that relies on the strengths of the particular institution and recognizing the stage in programming necessitated by circumstances.

The authors state another clear learning from the WID experience.

> "....when we emphasize women's equality with men, and their 'rights' to an equal share of the benefits of development, we meet continual resistance both in our development assistance agencies and among the powers that be in the recipient countries. This is because the emphasis

> on equality appears to challenge the values and behavior of those who have been involved in WID programming and calls forth defensive reactions from them. At best, the resisting group accedes to WID programs that are welfare oriented, defining women as needy, poor, left out, etc. By and large, such welfare programs have not been effective either in overcoming poverty or in including women in development as actors and beneficiaries."
>
> "On the other hand, when we avoid value discussions and emphasize that women are economic producers in their roles both inside and outside their households, much of the resistance has faded. When we can demonstrate that development projects which take the gender factor into account are more apt to succeed in meeting their goals than are projects which ignore it, people who are committed to development are frequently less defensive and are more engaged to think about WID differently."

This paper offers several lessons to be derived by looking at development assistance through the gender "lens."

1) WID has taught us the importance of disaggregating data in order to understand the population groups with whom we intend to work in development. One factor that matters greatly in every culture in determining the range of choices each person can make about work, the use of time, and the location of activities is gender. And WID experience teaches us that within gender disaggregation, equally important is disaggregation by class, race, ethnicity, urban, rural, etc. All women are no more the same than are all men.

2) WID has also highlighted the interrelated trends of absolute poverty and the feminization of poverty. "Insofar as the purpose of development is to alleviate poverty and the causes of poverty (and this, with the creation of the conditions for self-sustaining attainment of the political and economic goals is surely the goal) one learns a great deal more about poverty - and the poor - when one looks at women and their activities."

3) The third lesson learned from WID experience is that, "As they generate rural livelihoods, women are more apt than men to undertake a multiplicity of overlapping as well as sequential activities, subsistence as well as market activities, and income-conserving as well as income-generating activities. In urban areas, women are more likely than men to be engaged in production that starts in the home and incorporates household work and in marketing in the streets and on the sidewalks rather than in established business places. . . Again, the strict economist's model of market-oriented development does not capture these realities, and development assessments that measure growth in production and income miss major processes by which people improve their lives and livelihoods."

4) The fourth major lesson learned from the WID experience is the reluctance to see women as active producers. Rather they emphasize the weaknesses and neediness of women (and the poor) rather than their capacities and competencies, and project staff feel that they must "help" the poor rather than design a project which supports their self-directed and concerted economic activities.

Finally, the authors suggest a sectoral approach, recognizing the strengths (and weaknesses) and styles of different types of institutions and structuring ways in which they might work collaboratively in development programming. *Donor agencies which have existing programs in certain sectors, working with government and/or professional institutions, could also select one or two successful PVOs working in these sectors and establish a three-way partnership. PVOs would benefit from the technical expertise and direct linkage with the government or professional institution; the government or professional institutions would benefit from the gender and/or poverty perspective of the PVO; and the beneficiaries would benefit from the widest possible range of interventions and support.

*Executive Summary by Al Rollins

WHAT WID IS – WHAT WID IS NOT

Some Myths and Facts About Women in Development

A. WHAT WID IS NOT

- WID is not a special interest -- It is hard to conceptualize WID as a special interest concern when fifty percent of the world's population is female.

- WID is not women-only projects -- While there are certain cases when women-only projects are appropriate, approximately 80 percent of all A.I.D. women in development activities are incorporated fully into A.I.D. programs and projects.

- WID is not subprojects attached to mainline projects--The ultimate objective is to ensure gender issues are examined, included at the project design stage, and implemented as a total program or project package. "Tacking on" a WID effort is undesirable, often expensive, often irrelevant, and rarely meets the objectives of the activity or the recipient it was intended to serve.

- WID is not projects linked to "traditional" women's concerns -- Health, population, and nutrition issues are often seen as the "traditional" areas of women's concerns; however, there are other areas that deserve equal or more attention. For example, in Africa, about 40 percent of the population (productive-age women) are responsible for 80 percent of the family food supplies. Therefore, omitting consideration of gender in the design of agriculture projects may have a detrimental impact on Africa food security programs.

- WID is not an equity issue -- Equity is a humanitarian goal. Economic integration is a development objective. Failure to consider females, their particular roles, their contributions to the economy, and the constraints on their time and activity leaves a key development variable undetermined and sustainability threatened.

- WID is not simply beneficiary oriented -- Women are actors, producers, and agents of development. To ignore them is to guarantee less than desired results in A.I.D. programs and projects -- as shown in A.I.D.'s own evaluation of its projects.

B. WHAT WID IS

- WID is a cross-cutting issue -- Gender plays a role in every development sector or activity. Particularly, within agriculture, natural resources, private enterprise, and education, we pay a high price for mistakes made by not including a gender perspective.

- WID is an economic variable -- In agriculture, for example, if the constraints and opportunities for women's access to inputs, credit, land and markets is different than men's, failure to factor these elements into development activities is simply starting from a weak data base and the odds of project failure are increased. Research evidence is incontestable -- women are a vital part of all sectors and their invisibility as a development variable is itself recognized as a design flaw.

- WID is an integrated development approach -- Gender disaggregated data collection is now a requirement for all project and program activities to ensure both men and women are properly factored into programs and projects. This allows design, implementation, monitoring and evaluation to proceed with a clear sense of the relevant human populations affecting and being affected by economic development.

- WID is increasing women's productive capacity -- The development of women's productive capacity is now assumed to be a necessary condition for sustainable economic and social progress. Evidence suggests that women tend to spend their money in ways that are linked to improved health and nutrition for their families, increased education, and lower fertility. Moreover, they tend to provide returns on loans that make them a very good credit risk, and women microentrepreneurs are essential to their family's and country's economic growth. Thus, economic growth and consideration of gender are entirely consistent.

Participant #______________

GENDER CONSIDERATIONS IN DEVELOPMENT
USAID Western Africa Regional Training Workshop

Abidjan, Côte d'Ivoire
September, 1989

Pre-Workshop Assessment

We would appreciate your completing this brief form. The information will be useful to PPC/WID in assessing the utility of this and related training activities, and in ensuring that future training efforts are tailored specifically to the needs of USAID personnel.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

1. Background Information

1.1 Current Position Title______________________________

1.2 Length of Time in Position (in months)__________________________

1.3 Do you presently serve as the WID officer in your Mission, or on the WID Committee?

________ Yes, WID Officer

________ Yes, Member of WID Committee

________ No

1.4 **Have you attended any training or workshops on gender issues in development offered by A.I.D or any other organization?**

_____ **Yes** ______ No

If yes, please list them and describe any impact that you believe they have had on your program or project activities.

Page 2 **Participant #**__________

2. Knowledge/Opinion Regarding Gender Considerations in Development

2.1 To what degree does your Mission presently incorporate gender variables in the development process? (Check appropriate space.)

______ Does not currently do so

______ Sometimes does so

______ Always does so

Comment:

2.2 To what degree do you believe that taking gender into account in development programs and projects has had an impact on the success of those projects? To what degree has doing so had an impact on development in general? (Circle appropriate answer.)

2.2.1 Impact on the Success of the Programs and Projects

1	2	3	4	5	6
No Impact					High Impact

Comment:

2.2.2 Impact on Development in General

1	2	3	4	5	6
No Impact					High Impact

Comment:

Page 3 **Participant #**__________

2.3 In your experience as a development professional, what is your conviction about the value of taking gender into account when designing a project or program? (Circle appropriate number.)

1	2	3	4	5	6
Useless					Essential

Please **comment** on the rationale for your rating:

2.4 What do you believe is the conviction of the staff of your Mission with regard to gender issues and women in development?

1	2	3	4	5	6
Useless					Essential

Please **comment** on the rationale for your rating:

2.5 In your context and experience, what do you believe is the conviction of host country ministries and officials with regard to gender issues and women in development?

1	2	3	4	5	6
Useless					Essential

Please **comment** on the rationale for your rating:

Participant # _______

3. Workshop Learning Objectives

3.1 Prior to Workshop

Please review the Workshop Goal and learning objectives included in this packet. Prior to the beginning of the Workshop, please rate the degree to which you believe you are presently aware of, knowledgeable about, or have skills related to the outcome (as appropriate). Fill in one number for each item, using a 6-point scale (1 = lowest, 6 = highest). Also, please comment on the rationale for your rating (e.g., prior training in gender considerations in development or lack of experience in gathering any type of socio-economic data in the host country).

3.2 At the Conclusion of the Workshop

Please rate your current awareness of, knowledge about, or skills related to each of the desired outcomes, given what you have learned during the Workshop. Please also comment on your rating.

Agency for International Development
Washington, D.C. 20523

*Office of
the Administrator*

August 24, 1989

Dear Participant:

It is a pleasure to welcome you to A.I.D.'s "Training Workshop on Gender Considerations in Development" for the Sahel, Central, and Coastal West Africa Region. Your participation in this effort furthers the Agency's commitment to the full integration of women in its strategies, programs, and projects.

The importance of women and gender issues to the overall economy of Sahel, Central, and Coastal West Africa has been well established. Women play a critical role in all aspects of agricultural production, household farm decision-making, and the agricultural wage labor force. Across the continent, women produce 60% to 80% of the African food supply. In the private sector, women tend to predominate in the low-income areas of services, commerce, and garment making. In most Sahel, Central, and Coastal West African countries, women's participation as entrepreneurs in the formal and informal economy is recognized and encouraged as a valuable and worthwhile human resource.

As the participation of women is crucial to achieving increased agricultural production and improved performance in private enterprise, I applaud your efforts to help us better institutionalize the inclusion of women in A.I.D.'s strategies, programs, and projects. Working together, we can and will take the critical steps needed to ensure that women's contribution to the Africa Region's economic growth is maximized.

I request your full participation in this workshop knowing that this will lead to greater success in all levels of our development activities.

Sincerely,

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EVALUATION FORMS

1) Bangladesh
2) Senegal

GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP

Dhaka, Bangladesh

August, 1990

EVALUATION:

INTRODUCTION

Each of the day's Workshop Sessions is presented below. Please:

- Rate the sessions in order of the degree to which you perceive them as useful to you in incorporating gender considerations into your work. For each one, please provide an overall rating of your perception of its utility (1 = Lowest, 6 = Highest);
- Comment on your satisfaction with each of the sessions; and
- As appropriate, provide an example of how the session might be helpful to you in incorporating gender considerations into Bangladesh's development process.

Degree of Utility
(1 = Lowest, 6 = Highest)

SESSIONS

Session 1: Workshop Orientation .... ______

Comment:

Session 2: Exploring the Issues .... ______

Comment:

GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP

Dhaka, Bangladesh

August, 1990

Session 3: Considering Gender in the Development Process .... ______

Comment:

Session 4: Collecting Data and Information .... ______

Comment:

Session 5: Gender Considerations in Project Planning,
Implementation, and Evaluation .... ______

Comment:

Session 6: Gender Considerations in the Development
Policy Environment .... ______

Comment:

GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP

Dhaka, Bangladesh

August, 1990

Session 7: Action Planning . . . . ______

Comment:

General Comments on Workshop

Please provide any additional comments.

GENDER CONSIDERATIONS IN DEVELOPMENT
USAID/DHAKA WID TRAINING WORKSHOP

Dhaka, Bangladesh

August, 1990

Workshop Goal and Objectives

Workshop Goal

Please rate the degree to which you believe that the overall Workshop Goal has been achieved, and comment on your rating. For purposes of this rating, the goal has been sub-divided into two parts. Please fill in the number that corresponds to your achievement rating (6 being achieved completely, and 1 being not at all achieved).

Achievement Rating
(1 = Lowest, 6 = Highest)

To increase awareness of the need to incorporate gender considerations into Bangladesh's development process and activities . . . . ______

Comment:

To increase knowledge about how to incorporate gender considerations into Bangladesh's development process and activities . . . . ______

Comment:

____
Participant Name

EVALUATION

Gender Considerations in Development Workshop
USAID/DAKAR
Dakar, Senegal
September 24 - 27, 1990

Your considered responses to the following can help us prepare and deliver future training and will help achieve A.I.D.'s development objectives. In each of the following, mark the selections with which you most agree:

1. The training achieved the intended objectives:

"GIF is introduced and practiced"

____ completely
____ substantially
____ reasonably
____ partially
____ inadequately

"Senegal's development situation is explored with respect to women's issues and gender considerations"

____ completely
____ substantially
____ reasonably
____ partially
____ inadequately

"Further work needed on women's issues is identified"

____ completely
____ substantially
____ reasonably
____ partially
____ inadequately

"Integration of GCID into mission has begun"

____ completely
____ substantially
____ reasonably
____ partially
____ inadequately

2. In general, I thought the pace of training activities was:

	Monday	Tuesday	Wednesday	Thursday
too fast	____	____	____	____
about right	____	____	____	____
too slow	____	____	____	____

3. In general, I thought the logistics were handled:

	Monday	Tuesday	Wednesday	Thursday
excellently	____	____	____	____
well	____	____	____	____
adequately	____	____	____	____
barely	____	____	____	____
poorly	____	____	____	____

4. In general, I thought the presentations were:

	resource people	GIF	data collection	policy/ legislation	action planning
excellent	____	____	____	____	____
good	____	____	____	____	____
adequate	____	____	____	____	____
poor	____	____	____	____	____

5. For me, the most helpful aspects of the workshop were:

6. For me, the least helpful aspects of the workshops were:

Evaluation Form 2

Use "A" to select the answer you would have chosen on Monday at the beginning of the Workshop and use "B" to mark your selection now.

7. In my view as a development professional, gender considerations are:

_____ (1) essential for planning and implementing all development activities.
_____ (2) often but not always relevant to planning and implementation.
_____ (3) an issue whose significance is not clear to me.
_____ (4) a rarely significant issue for planning and implementation.
_____ (5) an insignificant issue for planning and implementation.

8. The relevance of gender issues to the development situation in Senegal is:

_____ (1) very high
_____ (2) somewhat relevant
_____ (3) occasionally relevant
_____ (4) rarely relevant
_____ (5) never relevant

9. The relevance of gender issues to my work on development is:

_____ (1) very high
_____ (2) somewhat relevant
_____ (3) occasionally relevant
_____ (4) rarely relevant
_____ (5) never relevant

10. This mission is dealing adequately and appropriately with gender issues:

_____ (1) strongly agree
_____ (2) agree
_____ (3) unsure
_____ (4) disagree
_____ (5) strongly disagree

11. I adequately understand the relevance of gender issues:

_____ (1) strongly agree
_____ (2) agree
_____ (3) unsure
_____ (4) disagree
_____ (5) strongly disagree

12. My colleagues adequately understand the relevance of gender issues:

_____ (1) strongly agree
_____ (2) agree
_____ (3) unsure
_____ (4) disagree
_____ (5) strongly disagree

Please add additional comments or suggestions below.

RESOURCE DOCUMENTS

RESOURCE DOCUMENTS

Office of Women in Development Resources & Definitions

A.I.D. Program for Women in Development - A User's Guide to the Office of Women in Development, FY 1990.

A.I.D. Policy Paper - Women In Development: U.S. Agency for International Development. October 1982.

Concepts, Terms, and Definitions, PPC/WID, 1989 (mimeo).

What Happens When Gender Is Considered/When Gender Is Not Considered in Economic Development Activities - A Few Positive and Negative Examples.

What WID Is/Is Not - Some Myths and Facts About Women in Development.

PRIVATE SECTOR DEVELOPMENT

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Private Enterprise Development: Gender Considerations, Arthur Young, for the Bureau for Private Enterprise, 1988.

Improving Women's Access to Credit in the Third World: Policy and Project Recommendations (Margaret A. Lycette, International Center for Research on Women).

Women and Export Manufacturing: A Review of the Issues and AID Policy (Susan Joekes with Roxana Moayedi).

Women in Rural-Urban Exchange: Implications for Research and Intervention Identification-Executive Summary (Jeanne Downing & Jennifer Santer, February 3, 1989).

Women's Changing Participation in the Labor Force - A World Perspective, T. Paul Schultz.

Women's Non-Access to Credit: Problems and Policies (Dr. Krishna Ahooja-Patel).

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Cornell/International Agricultural Economics Study Assisting Informal - Sector Microenterprises in Developing Countries (Katherine E. Stearns).

Issues in Small-Scale Enterprise, Maria Otero for Office of Women in Development, 1987, Gender Manual Series.

Micro-Level Strategies for Supporting Livelihoods, Employment, and Income Generation of Poor Women in the Third World - The Challenge of Significance (Katherine McKee).

Project Design and Implementation Alternatives: Microenterprise. (Excerpt from "Gender Issues in Latin America and the Caribbean," International Center for Research on Women).

DATA COLLECTION

Conducting Group Interviews in Developing Countries, A.I.D. Program Design and Evaluation Methodolgy Report No. 8, by Krishna Kumar, Bureau for Program and Policy Coordination, 1987.

Current Practice and Immediate Needs for Collection and Presentation of Performance & Impact Data, April 1988.

In-Country Sources of Data, Office of Women in Development (mimeo, 1988).

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Gender Issues in Basic Education and Vocational Training, by Dr. Mary B. Anderson; The Gender Manual Series, 1986.

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Gender Issues in Farming Systems Research and Extension: A Survey of Current Projects - Executive Summary (S. Poats, J. Gearing, and S. Russo).

Women and Agribusiness: A Review of AID Projects (Nadine R. Horestein).

Gender Issues in Agriculture and Natural Resource Management, for the Office of Women in Development, Summary of Development Experience - Encouraging Female Participation in Irrigation Projects.

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Gender Issues in Latin America and the Caribbean, Karen White, Maria Otero, Margaret Lycette and Mayra Buvinic, International Center for Research on Women, Prepared for the Bureau for Latin America and the Caribbean, 1986.

GENERAL WID

Integrating WID or Restructuring Development - Executive Summary (Mary Anderson & Marty A. Chen).

Making the Case for the Gender Variable: Women and the Wealth and Well-Being of Nations (Condensed and excerpted by Ron Grosz).

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Women in Development: A.I.D.'s Experience, 1973-1985. Volume 1, Synthesis Paper.

Women in Development: A.I.D.'s Experience, 1973-1985, Vol II: Ten Field Studies, A.I.D. Working Paper No. 131. Paula O. Goddard, Editor. (Center for Development Information and Evaluation, A.I.D.).

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Making Adjustment Work: A Gender Perspective - International Center for Research on Women (Lisa McGowan, Oct. 27, 1988).

Development Assistance: Shifting to Sectoral Cash Transfers in Latin America (Philip Boyle, Nov. 11, 1988).

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Time Costs and Time Savings to Women of the Child Survival Revolution, Joanne Leslie.

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